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By- Wakefield, Howard E.

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LOCATING EDUCATIONAL FACILITIES

An Annotated Reference List

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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LOCATING EDUCATIONAL FACILITIES

An Annotated Reference List

Prepared By

Howard E. Wakefield

Director

ERIC Clearinghouse on Educational Facilities

The University of Wisconsin

Madison

November, 1968

FOREWORD

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ERIC/CEF invites you to submit documents which are related to the activities decribed in the first paragraph above.

Clearinghouse Accession No.

ERIC Document No. (Available from EDRS)

Clearinghouse Information Code

EF 001 080 ED 016 359 CERS 2

Title

THE INSTRUCTIONAL MATERIALS CENTER

Author(s)

BY- KLOSTER, ALEXANDER J.

Institution Source

MICHIGAN DEPARTMENT OF EDUCATION, LANSING

Date Published

PUBLISHED- 65

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IN- BULLETIN NO. 369

Pagination

071 PAGES

Index Terms (Major terms are preceded by an asterisk)

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, CARRELS, INDIVIDUAL STUDY, STUDY FACILITIES

Abstract

THIS BULLETIN PRESENTS RECOMMENDATIONS WITH REGARD TO PROGRAM, PERSONNEL, AND FACILITIES FOR AN INSTRUCTIONAL MATERIALS ORGANIZATION AND LAYOUTS FOR AN INSTRUCTIONAL MATERIALS CENTER. CASE STUDIES AND EXAMPLES ARE PROVIDED FOR MAKING THE MAXIMUM POSSIBLE USAGE OF THE CENTER WITHIN BOTH THE SCHOOL AND THE COMMUNITY. (BD)

ANNOTATED REFERENCES

ERIC/CEF DOCUMENT NO. EF000007 ED 013 524 DISPOSITION-EDC- 1

SCHOOLHOUSE IN THE CITY

EDUCATIONAL FACILITIES LABORATORIES, INC., NEW YORK, N. Y.

PUBLISHED- 66

025 PAGES

DESCRIPTORS- *CITY IMPROVEMENT, *COMMUNITY SCHOOLS, *SCHOOL LOCATION, *URBAN SCHOOLS, BUILDING IMPROVEMENT, EDUCATIONAL COMPLEXES, EDUCATIONAL FACILITIES, SCHOOL DESIGN, SCHOOL PLANNING, SCHOOL SERVICES, SPECIAL ZONING

THE CHANGING ROLE OF THE SCHOOLHOUSE REFLECTS THE CHANGING NATURE OF SOCIETY. NEW SOCIAL MOVEMENTS AND PLANNING CONCEPTS, SHIFTING POPULATION COMPOSITION, AND NEW EDUCATIONAL PROGRAMS DEFINE PROBLEMS TO BE RESOLVED BY THE URBAN SCHOOLHOUSE. THE ANSWERS LIE IN ITS TRANSFORMATION TO A COMMUNITY-ORIENTED CENTER THROUGH PRACTICAL MEANS. JOINT OCCUPANCY PROVIDES A FEASIBLE ECONOMIC SOLUTION TO THE PROBLEM OF HIGH CENTRAL CITY LAND COSTS. PROJECTS IN TWO CITIES SHOW INTEGRATION OF THE SCHOOLHOUSE INTO A MULTI-FUNCTION FACILITY. COST REDUCTIONS ALSO OCCUR IN THE USE OF PUBLIC AIR AND WATER RIGHTS, THE CONVERSION OF EXISTING BUILDINGS, AND THE REJUVENATION OF OUTMODED FACILITIES. MORE COMPREHENSIVE SOLUTIONS TO THE PROBLEM OF SCHOOL-COMMUNITY RELATIONSHIP ARE FOUND IN THE CENTRALIZATION PATTERN OF THE EDUCATION PARK, WHILE THE PROBLEM OF THE PERIPATETIC FAMILY PATTERN MAY DEPEND UPON INDUSTRY'S DEVELOPMEMT OF A SUCCESSFUL DEMOUNTABLE CLASSROOM. (MH)

ERIC/CEF DOCUMENT NO. EF000017 ED 018 920 DISPOSITION-CERS 1

SCHOOL SITES SELECTION AND DEVELOPMENT

BY- REIDA, G. W.
KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION, TOPEKA

PUBLISHED- 66

C25 PAGES

DESCRIPTORS- *EDUCATIONAL COMPLEXES, *PARK DESIGN, *SCHOOL CONSTRUCTION, *SCHOOL LOCATION, *SCHOOL SPACE, ELEMENTARY SCHOOLS, HIGH SCHOOLS, SCHOOL BUILDINGS

CERTAIN CRITICAL CRITERIA SHOULD BE CONSIDERED IN SELECTING THE SCHOOL SITE. IMPORTANT IS THE STUDY OF SUCH FACTORS AS PRESENT AND PROJECTED PUPIL POPULATION, THE SCHOOL MASTER PLAN, MAIN THOROUGHFARES, DWELLINGS, LAND USE, SOILS, (SHOWN BY SERVICE MAPS), EXISTING SCHOOL FACILITIES AND ATTENDANCE, BOUNDARIES, UTILITY SERVICES AND FLOOD CONTROLS. PREPARING THE SITE FOR BUILDING CONSTRUCTION IS DEPENDENT ON DISTRICT ADMINISTRATIVE ORGANIZATION, I.E., ELEMENTARY, SENIOR HIGH SCHOOL OR OTHER, ULTIMATE SCHOOL ENROLLMENT, THE SCHOOL'S EDUCATIONAL PROGRAM, EXPENDITURES FOR EXCAVATION AND FOR OPERATION AND MAINTENANCE OF THE PLANT, CONVENIENCE AND SAFETY FACTORS, AND GENERAL AREAS TO IMPLEMENT THE SCHOOL PROGRAM. THE SITE SHOULD BE LOCATED IN A PROPER RELATIONSHIP TO COMMUNITY FACILITIES AND BE EASILY ACCESSIBLE TO BOTH PUPILS AND PATRONS. TO DETER ADDITIONAL COSTS LAND CONTOURS, SUBSOIL COMPOSITION, AVAILABILITY OF LAND, DISPOSITION OF STRUCTURES ON THE LAND, LEGAL MEASURERS TO ACQUIRE THE LAND, PHYSICAL HAZARDS AND POSSIBLE ANNOYANCES SHOULD BE CAREFULLY EXAMINED. THE SIZE OF THE SITE MAY BE DETERMINED BY THE PRESENT AND FUTURE NEEDS OF THE WHOLE SCHOOL PROGRAM. AREAS WITHIN THE SITE SHOULD BE ALLOCATED FOR THE SCHOOL BUILDING, BUILDING EXPANSION, PARKING LOTS AND DRIVEWAYS, PAVED GAME AREAS, PHYSICAL EDUCATION, OUTDOOR INSTRUCTION, A STADIUM WITH PARKING FACILITIES, LANDSCAPING AND BUFFER AREAS, AND UNASSIGNED AREAS TO BE HELD FOR FUTURE USE. (GM)

ERIC/CEF DOCUMENT NO. EF000026 ED 013 527 DISPOSITION-CERS 1

COST MODEL FOR LARGE URBAN SCHOOLS

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C.

PUBLISHED- 67
IN- TECHNICAL NOTE, NO. 30

026 PAGES

DESCRIPTORS- *COSTS, *SCHOOL CONSTRUCTION, *URBAN EDUCATION, CAPITAL, EQUIPMENT, EXPENDITURES, SCHOOL LOCATION, TRANSPORTATION

THIS DOCUMENT CONTAINS A COST SUBMODEL OF AN URBAN EDUCATIONAL SYSTEM. THIS MODEL REQUIRES THAT PUPIL POPULATION AND PROPOSED SCHOOL BUILDING ARE KNOWN. THE COST ELEMENTS ARE--(1) CONSTRUCTION COSTS OF NEW PLANTS, (2) ACQUISITION AND DEVELOPMENT COSTS OF BUILDING SITES, (3) CURRENT OPERATING EXPENSES OF THE PROPOSED SCHOOL, (4) PUPIL TRANSPORTATION COSTS, (5) INSTRUCTIONAL EQUIPMENT COSTS, AND (6) DEBT SERVICE COSTS. VARIABLES CITED THAT DETERMINE CONSTRUCTION COSTS OF NEW SCHOOLS ARE ADMINISTRATION COSTS, SPACE PER PUPIL, TOTAL PUPILS, AND THE SQUARE FOOT COST. FROM EVIDENCE PRESENTED, THE ASSUMPTION THAT LARGER SCHOOL PLANTS COST LESS PER PUPIL CANNOT BE SUPPORTED. QUANTITY RATHER THAN QUALITY OF BUILDING WAS CONSIDERED. LAND COSTS ARE DETERMINED BY COST PER ACRE, LAND NEEDED FOR TYPE OF SCHOOL, LAND NEEDED PER PUPIL, AND TOTAL NUMBER OF PUPILS. CURRENT OPERATING COSTS ARE ESTIMATED FROM SALARY LEVEL AND NUMBER OF STAFF, EDUCATIONAL LEVEL AND NUMBER OF PUPILS, AND TEACHER-PUPIL RATIO. TRANSPORTATION EXPENSES ARE DETERMINED FROM EQUIPMENT COST, MAINTENANCE AND STORAGE COST, PUPILS TRANSPORTED, EFFECTIVE CAPACITY OF BUS PER MILE COST OF OPERATION, BUS SPEED, AND PUPIL COLLECTION TIME. INSTRUCTIONAL EQUIPMENT COSTS ARE DETERMINED FROM PURCHASE AND MAINTENANCE COSTS, AND NUMBER OF PUPILS USING EQUIPMENT. DEBT SERVICE COSTS ARE ESTIMATED FROM CONSTRUCTION, BUS, EQUIPMENT, LAND PURCHASE, INTEREST VARIABLES, AND AMORTIZATION SCHEDULE. (JZ)

ERIC/CEF DOCUMENT NO. EF000029 DISPOSITION-CERS 2

A STUDY OF THE FEASIBILITY OF PROVIDING STATE SCHOOL BUILDING FUNDS FOR RENOVATION OR MODERNIZATION OF SCHOOL BUILDINGS AND CTHER SCHOOL FACILITIES

WASHINGTON STATE BOARD OF EDUCATION, OLYMPIA

PUBLISHED- 63

REPORT/SERIES NO.- RR-09-01

041 PAGES

DESCRIPTORS- *SCHOOL MODERNIZATION, *BUILDING EVALUATION, *ARCHITECTURAL DESIGN, COST, SANITATION, SCHOCL LOCATION, SAFETY, CITY PLANNING, PROGRAM SANITATION

THIS REPORT INCLUDES GUIDELINES FOR THE MODERNIZATION OF SCHOOLS TO REPLACE SUBSTANDARD CLASSROOMS. THE CONCLUSIONS WERE THAT IF MODERNIZATION COSTS DO NOT EXCEED 20 TO 40 PERCENT OF THE COST OF NEW OR REPLACEMENT CONSTRUCTION MODERNIZATION IS FEASIBLE. VARIABLES MEASURED IN MODERNIZATION DECISIONS INCLUDE SITE, TYPE OF INTERIOR AND EXTERIOR CONSTRUCTION, AND THE NUMBER CF TEACHING STATIONS. THE TEACHING STAFF NEEDS TO CORRELATE EDUCATIONAL CHANGES WITH PROPOSED BUILDING CHANGES, BUILDING CHANGES MUST BE REVIEWED IN COORDINATION WITH THE LOCAL PLANNING COMMISSION, FIRE AND HEALTH OFFICIALS, ENGINEERING OFFICE, AND ARCHITECUUTAL SERVICES. FROM SUCH INVESTIGATION A MODERNIZATION COST SCHEDULE CAN BE DEVISED TO FACILITATE A MODERNIZATION CECISICN. AN INCIDENTAL CONSIDERATION TO THIS WASHINGTON STUDY WAS A FORMULA FOR STATE AID FOR MODERNIZATION COSTS AND A STATEMENT OF THE ROLE OF THE STATE EDUCATIONAL DEPARTMENT IN MODERNIZATION SHOULD IMPROVE THE SAFETY, SANITATION CONDITIONS, AND THE EDUCATIONAL ADEQUACY. THE AUTHORS CONCLUDED THAT MODERNIZATION DOES NOT REDUCE OVERCTOWED CONDITIONS OR PROVIDE ADDITIONAL APACES FOR INCREASED ENROLLMENTS. HOWEVER, MODERNIZATION WILL DELAY REPLACEMENT OF CERTAIN BUILDINGS FOR A NUMBER OF YEARS AND IN SOME INSTANCES SOME ECONOMY CAN BE REALIZE) THE APPENDIZ INCLUDES THE PRELIMINARY MODERNIZATION SURVEY INSTRUMENT DEVELOPED IN THE WASHINGTON PROGRAM.

ERIC/CEF DOCUMENT NO. EF000046 ED 013 530 DISPOSITION-UFRC 1

UNIVERSITY RESEARCH BUILDINGS FOR SHORT-TERM GRANT PROGRAMS

UNIVERSITY FACILITIES RESEARCH CENTER, MADISON, WISCONSIN

PUBLISHED- 61

030 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *CONSTRUCTION COSTS, *GUIDELINES, *RESEARCH AND DEVELOPMENT CENTERS, *SCHOOL LOCATION, COLLEGE BUILDINGS, CONSTRUCTION NEEDS, PROGRAM ADMINISTRATION

GUIDELINES WERE ESTABLISHED TO ASSIST IN THE PLANNING AND DEVELOPMENT OF ADEQUATE FACILITIES FOR SHORT-TERM RESEARCH GRANT PROGRAMS. FUNCTIONAL CRITERIA WERE DEVELOPED FROM THE ANALYSES OF COST STUDIES AND A SURGE SPACE STUDY AT THE UNIVERSITY OF ILLINOIS. ALTERNATIVES WERE SUGGESTED FOR THE PROVISION, PHYSICAL CHARACTERISTICS, SITE LOCATION, BUILDING TYPE AND ADMINISTRATIVE CONTROL OF THE FACILITIES. IT WAS RECOMMENDED THAT FLEXIBILITY, ECONOMY AND EXPANDIBILITY BE INTEGRATED WITH OVERALL CAMPUS PLANNING IN THE SELECTION OF AN APPROPRIATE SOLUTION. THE APPENDIX INCLUDES SEVERAL ALTERNATIVE FLOOR PLANS AND A COST BREAKDOWN FOR THE SURGE UNIT AT THE UNIVERSITY OF ILLINOIS. (JP)

ERIC/CEF DOCUMENT NO. EF000066 ED 013 532 DISPOSITION-EDC- 1

SCHOOL SITE ANALYSIS AND DEVELOPMENT

CALIFORNIA STATE DEPARTMENT OF EDUCATION, SACRAMENTO, BUREAU OF SCHOOL PLANNING

PUBLISHED- 66

043 PAGES

DESCRIPTORS- *PLAYGROUNDS, *RECREATIONAL FACILITIES, *SCHOOL PLANNING, *SCHOOL SITES, *SITE SELECTION, ATHLETIC ACTIVITIES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EDUCATIONAL SPECIFICATIONS, PARKING AREAS, PHYSICAL FACILITIES, PLAYGROUND ACTIVITIES, SCHOOL SIZE, SCHOOL SPACE

THIS STUDY REPRESENTS A SEARCH FOR A SYSTEM OF DETERMINIMG THE AMOUNT OF LAND REQUIRED TO CONDUCT THE EDUCATIONAL PROGRAMS CFFERED BY THE CALIFORNIA PUBLIC SCHOOLS. DATA ARE CONTAINED IN TABLES THAT PROVIDE A BASIS FOR DETERMINING THE SITE SIZE FOR A SCHOOL THAT IS BEING DESIGNED TO SERVE A SPECIFIC ENROLLMENT SIZE AND GRADE LEVEL RANGE. THE SITE FACTORS INCLUDED WERE--(1) LAND FOR OUTDOOR PHYSICAL EDUCATION (2) DEVELOPED BUILDING SITE (3) PARKING AND ACCESS ROADS (4) PERCENT FACTOR FOR LAYOUT. SITE REQUIREMENT CATEGORIES INCLUDED WERE--(1) SMALL SCHOOLS (FEWER THAN 7 CLASSROOMS) (2) ELEMENTARY GRADES (3) GRADES 7 THROUGH 9 (4) GRADES 9 THROUGH 12. SUPPORTING THIS DATA ARE DIAGRAMS OF SPACE MODULES REPRESENTING THE VARIOUS FACILITY LAYOUTS. MODULE COMBINATION DEPENDS ON THE VARIOUS ENROLLMENT SIZES GIVEN. TO FACILITATE THIS ANALYSIS, A BRIEF SEQUENTIAL SITE PLAN DEVELOPMENT PROCEDURE AND LIST OF ESSENTIAL SITE SURVEY DATA ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000072 ED 014 201 DISPOSITION-EDC- 1

DUAL USE OF SCHOOL FALLOUT SHELTER SPACE

STATE UNIVERSITY OF NEW YORK, ALBANY

PUBLISHED- 65

021 PAGES

DESCRIPTORS- *CONSTRUCTION COSTS, *DESIGN NEEDS, *SPACE UTILIZATION, *FALLOUT SHELTERS, *WINDOWLESS SPACE, BUILDING CONSTRUCTION, EQUIPMENT STORAGE, PHYSICAL ENVIRONMENT, SCHOOL DESIGN, SCHOOL IMPROVEMENT, SCHOOL LOCATION, SCHOOL SPACE, VENTILATION

A REPORT DISCUSSING CONSIDERATION IN THE USE OF FALLOUT SHELTER SPACE FOR NORMAL SCHOOL ACTIVITIES, INCLUDING THE REQUIREMENTS FOR FALLOUT SHELTERS AND PROBLEMS RELATED TO WINDOWLESS ROOMS. THE PRESENT LACK OF INFORMATION ABOUT PSYCHOLOGICAL PROBLEMS RELATED TO WINDOWLESS ROOMS IS MENTIONED. THE BEST USES FOR WINDOWLESS SPACE ARE NOTED--(1) CAFETERIAS, (2) LARGE-GROUP INSTRUCTION, (3) AUDIO-VISUAL, (4) HEALTH, (5) ADMINISTRATION, AND (6) SHOWER AND LOCKER ROOMS. THE PROS CONCLUSIONS INDICATE (1) BASIC CLASSIFICATIONS OF SCHOOLS AS TO THEIR SHELTER POTENTIAL, AND (2) IMPORTANT FACTORS TO BE CONSIDERED. ADDITIONAL INFORMATION INCLUDES (1) THE RELATIVE COSTS OF SINGLE USE AND DUAL USE FALLOUT SHELTERS IN SCHOOLS FROM AN ACTUAL CASE STUDY, (2) A LISTING OF SCHOOLS WITH DUAL USE OF FALLOUT SHELTER AREAS AND SCHOOLS WITH WINDOWLESS CLASSROOMS, AND (3) A LETTER DESCRIBING SCHOOL AID FOR FALLOUT SHELTER CONSTRUCTION. (MM)

ERIC/CEF DOCUMENT NO. EF000073 ED 014 202 DISPOSITION-EDC- 1

PROVIDING A HEALTHFUL SCHOOL ENVIRONMENT

BY- JOHANNIS, NORMA AND DOSTER, MILDRED AND COCHRANE, ROBERT
COLORADO STATE DEPARTMENT OF EDUCATION, DENVER

PUBLISHED- 62

017 PAGES

DESCRIPTORS- *CLASSROOM ACTIVITIES, *HEALTH CONDITIONS, *PHYSICAL ENVIRONMENT, *PHYSICAL FACILITIES, *STANDARDS, EVALUATION, FINE ARTS, FIRE PROTECTION, HEATING, HOME ECONOMICS, ILLUMINATION, INDUSTRIAL ARTS, SAFETY, SANITATION, SCHOOL BUILDINGS, SCHOOL LOCATION, SCIENCE, SOCIAL STUDIES, VENTILATION

THIS REPORT DISCUSSES STANDARDS AND PROCEDURES AS APPLIED TO MENTAL AND PHYSICAL HEALTH AND SAFETY AS AFFECTED BY THE PHYSICAL SURROUNDINGS. A BIBLIOGRAPHY DESCRIBING STANDARDS AND SUGGESTED PROCEDURES, AND A CHECKLIST, ARE PROVIDED FOR VOLUNTARY SELF APPRAISAL. THE CHECKLIST COVERS (1) THE SCHOOL GROUNDS, (2) THE SCHOOL BUILDING, (3) ILLUMINATION, (4) HEATING AND VENTILATION, (5) WATER SUPPLY, (6) TOILET FACILITIES AND WASTE DISPOSAL, (7) FIRE AND SAFETY, (8) CLASSROOMS, AND (9) KITCHEN AND LUNCHROOM THE CHECKLIST INCLUDES BOTH PHYSICAL SPECIFICATIONS AND PERFORMANCE CRITERIA. SUGGESTIONS ARE ALSO GIVEN FOR STUDENT AND TEACHER PARTICIPATION AND CLASSROOM ACTIVITIES RELATED TO ENVIRONMENTAL HEALTH. (MM)

ERIC/CEF DOCUMENT NO. EF000075 ED 013 533 DISPOSITION-UFRC 1

A GENERAL SITE LOCATION STUDY FOR A REGIONAL COLLEGE FOR THE OKANAGAN AREA OF BRITISH COLUMBIA

BY- GILES, FREDERIC T. AND SCHNEIDER, RAYMOND C. AND PENNELL, GEORGE W. AND CARBONE, GILBERT J.
WASHINGTON UNIVERSITY, SEATTLE

PUBLISHED- 65

055 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *FEASIBILITY STUDIES, *GEOGRAPHIC DISTRIBUTIONS, *SCHOOL LOCATION, ASSESSED VALUATION, COMMUTING STUDENTS, POPULATION DISTRIBUTION, SCHOOL DEMOGRAPHY

THE FEASIBILITY AND GENERAL SITE LOCATION OF A REGIONAL COLLEGE FOR TEN SCHOOL DISTRICTS IN THE OKANAGAN AREA OF BRITISH COLUMBIA WAS STUDIED AND ESTABLISHED. GEOGRAPHIC CENTERS OF POPULATION DISTRIBUTION, TRANSPORTATION, GENERAL ECONOMY AND SCHOOL POPULATIONS FOR GRADES 1-12 AND 13-14 WERE DETERMINED FROM THE ANALYSIS OF DEMOGRAPHIC, GEOGRAPHIC AND ECONOMIC SURVEYS OF THE REGION. COMPARISONS WITH PREVIOUSLY ESTABLISHED CRITERIA FOR POTENTIAL COMMUTING STUDENTS AND FOR ASSESSED VALUATION RESULTED IN THE RECOMMENDATION THAT A REGIONAL COLLEGE BE LOCATED NEAR THE FOCUS OF THE VARIOUS GEOGRAPHIC CENTERS. THIS COMPOSITE GEOGRAPHIC CENTER HAD A RADIUS OF TEN MILES AND CONTAINED SEVEN POTENTIAL, SPECIFIC SITE LOCATIONS NEAR THE CITY OF KELONNA. THE REPORT ALSO RECOMMENDED AN ADDITIONAL STUDY TO SELECT THE SPECIFIC SITE LOCATION. (BH)

ERIC/CEF DOCUMENT NO. EF000113 DISPOSITION-CERS 2

NCSC GUIDE FOR PLANNING SCHOOL PLANTS

BY- TONIGAN, RICHARD F. AND KNEZEVICH, S. J.
NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION

PUBLISHED- 64

113 PAGES

DESCRIPTORS- *EDUCATIONAL FACILITIES, *EDUCATIONAL PLANNING, *SCHOOL LOCATION, CONTROLLED ENVIRONMENT, ENVIRONMENTAL INFLUENCES, EQUIPMENT, PLANNING, PROGRAMING, RESOURCES, SONIC ENVIRONMENT, THERMAL ENVIRONMENT, VISUAL ENVIRONMENT

SUPERINTENDENTS, SCHOOL BOARD MEMBERS, SCHOOL PLANT CONSULTANTS IN STATE DEPARTMENTS OF EDUCATION, LOCAL SCHOOL SYSTEMS, AND COLLEGIATE INSTITUTIONS, ARCHITECTS, LAY ADVISORY GROUPS, AND GRADUATE STUDENTS WILL FIND INFORMATION ON SCHOOL PLANT PLANNING IN THIS BASIC REFERENCE. A GUIDE FOR INTERPRETING AND APPLYING CRITERIA, STANDARDS, OR PRINCIPLES OF PLANNING IS INCLUDED. THE FIRST OF THE FIVE MAJOR SECTIONS DEALS SPECIFICALLY WITH THE VARIOUS PHASES OF THE PLANNING STAGE. INCLUDED IN THIS STAGE ARE DETERMINATION OF THE EDUCATIONAL PLAN, PLANT SURVEY, ENROLLMENT PROJECTION, EDUCATIONAL SPECIFICATIONS, AND ARCHITECTURAL PLANNING. THE SECOND SECTION DEALS WITH SCHOOL LOCATION AND THE TYPES OF SPACES TO BE INCLUDED. SPACES CONSIDERED ARE CLASSROOMS, SPECIAL PURPOSE ROOMS, PHYSICAL AND HEALTH EDUCATION ROOMS, LABORATORIES, SHOPS, AND AUXILIARY AREAS. SECTION THREE DEALS WITH NON-INSTRUCTIONAL FACILITIES SUCH AS CORRIDORS, HALLS, LOBBIES, VESTIBULES, RAMPS, STAIRWAYS, TOILETS, STORAGE, PARKING, LOCKERS, CLOSETS, ELEVATORS, LAUNDRY, AND UTILITY SYSTEMS. BOILER ROOMS, SANITARY FACILITIES, WATER SUPPLY, SEWAGE DISPOSAL, ELECTRIC SERVICES, TELEPHONES, SIGNALING SYSTEMS, CLOCK AND ALARM SYSTEMS, AND VACUUM CLEANING SYSTEMS ARE INCLUDED IN UTILITY SYSTEMS. SECTION FOUR CONSIDERS SPATIAL, AESTHETIC, AND SAFETY FACTORS. PHYSICAL ENVIRONMENT FACTORS ARE CONSIDERED IN TERMS OF SONIC, THERMAL, AND VISUAL PHENOMENA. SECTION FIVE DISCUSSES ALL ASPECTS OF ECONOMY IN BUILDING. RESOURCES FOR PLANT PLANNING ARE ALSO DISCUSSED IN TERMS OF PEOPLE AND ORGANIZATIONS. COPIES MAY BE OBTAINED FROM THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS, 29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO 43210. (RH)

ERIC/CEF DOCUMENT NO. EF000120 DISPOSITION-CERS 2

SCHOOLHOUSE

BY- MC QUADE, WALTER

278 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *SCHOOL CONSTRUCTION, *SCHOOL PLANNING, ACOUSTICS, BUILDING DESIGN, SCHOOL DESIGN, SCHOOL LOCATION, SONIC ENVIRONMENT, THERMAL ENVIRONMENT, VISUAL ENVIRONMENT

THIS BOOK IS A PRESENTATION OF TECHNICAL ASPECTS OF BUILDING SCHOOLHOUSES. ARCHITECTS AND ENGINEERS JOINED FORCES TO EXTRACT INFORMATION FROM THEIR PROFESSIONAL SPECIALTIES USEFUL TO A LAYMAN IN THE PLANNING OF A BUILDING. THOUGHTFUL CONSIDERATION OF THE PURPOSES OF THE NEW SCHOOL IS URGED. THE CLIENTS TO BE SERVED ARE ALSO TO RECEIVE PRIME CONSIDERATION. ALL FACETS OF THE COMMUNITY AND THE SCHOOL ORGANIZATION SHOULD BE INVOLVED IN PLANNING PROCEDURES. EDUCATIONAL PROGRAM NEEDS SHOULD SET THE PACE. ARCHITECT SELECTION IS A MAJOR CONSIDERATION. PAST PREFORMANCE SHOULD WEIGH FAR MORE HEAVILY THAN COST IN THE FINAL SELECTION. UPON THE ARCHITECTS EMPLOYMENT A PLANNED PUBLIC RELATIONS PROGRAM MUST BE INITIATED BY SCHOOL PERSONNEL TO SELL THE PROGRAM TO THE COMMUNITY. ONCE THE PROGRAM IS APPROVED, MUCH ATTENTION SHOULD BE GIVEN TO ECONOMY. THIS APPLIES TO THE ACTUAL CONSTRUCTION AND TO FINANCING. SITE SELECTION SHOULD BE A CAREFUL PROCESS IN WHICH SIZE, LOCATION, SOIL CONDITIONS, TOPOGRAPHY, SURROUNDINGS, AND CLIMATE ARE EVALUATED. MUCH EMPHASIS SHOULD BE GIVEN TO MICRO-CLIMATE FACTORS SINCE LITTLE CAN BE DONE ABOUT THE MACRO-CLIMATE FACTOR. MUCH ATTENTION SHOULD BE GIVEN TO DETAILS OF STRUCTURE, ACOUSTICS, LIGHTING, FURNITURE, HEATING AND PLUMBING. A COLLECTION OF PHOTOGRAPHS WHICH REPRESENT SUCCESSFUL SCHOOLS IS INCLUDED. (RH)

ERIC/CEF DOCUMENT NO. EF000416 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE C-1, ONE-STORY SENIOR HIGH SCHOOL 800 EXPANDABLE TO 1000 PUPILS

NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, DIVISION OF SCHOOL BUILDINGS AND GROUNDS

038 PAGES

DESCRIPTORS- *SCHOOL DESIGN, *SCHOOL LOCATION, *SENIOR HIGH SCHOOLS, FALLOUT SHELTERS, PHYSICALLY HANDICAPPED, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE, TEAM TEACHING

THE PROGRAM FOR A SENIOR HIGH SCHOOL FACILITY REQUIRED A ONE-STORY BUILDING FOR 800 PUPILS WITH THE POTENTIAL FOR ACCOMMODATING AN INCREASE OF 200 PUPILS. EMPHASIS WAS TO BE PLACED ON SATISFYING THE VARYING SITE CONDITIONS WITHIN THE STATE. SITE VARIATION IN TERMS OF--(1) ACCESS, (2) TOPOGRAPHY, (3) ORIENTATION, AND (4)SOIL CONDITIONS SUGGESTED EXPRESSION OF MAJOR ELEMENTS IN AN OPEN PLAN. THE FIVE BASIC FUNCTIONAL UNITS ARE--(1) AUDITORIUM AND SHOPS, (2) GYMNASIUM AND CAFETERIA, (3) SCIENCE CLASSROOMS, (4) LIBRARY AND TEAM TEACHING, AND (5) GENERAL STUDIES. THE CONSEQUENT INTEGRATION OF ELEMENTS PROVIDES CLOSE STUDENT-TEACHER CONTACT WITH A MINIMUM OF CORRIDORS AND THE PROVISION OF OUTDOOR TEACHING SPACE. INCLUDED AS PROJECT CONSIDERATIONS ARE--(1) PROVISIONS FOR THE PHYSICALLY HANDICAPPED, (2) MODULAR DRAFTING DATA, (3) STRUCTURAL CRITERIA, (4) MECHANICAL SYSTEMS DATA, (5) BUILDING MATERIAL SUGGESTIONS, AND (6) FALLOUT PROTECTION DATA. A FLOOR PLAN AND PERSPECTIVE ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000461 DISPOSITION-EDC- 1

QUESTION--WHAT MAKES A SCHOOL SITE SAFE ANSWER--DEFINITE PLANNING

BY- GEORGE, N. L. AND GILLILAND, SR., LONNIE
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA, CHICAGO, ILLINOIS

PUBLISHED-APR66
IN- SCHOOL BUSINESS AFFAIRS, VOL. 32, NO. 4

6 PAGES

DESCRIPTORS- *PARKING AREAS, *SCHOOL LOCATION, *STUDENT TRANSPORTATION, *TRAFFIC REGULATION, *TRAFFIC SAFETY, PARENT SCHOOL RELATIONSHIP, PLAYGROUNDS, SCHOOL PLANNING, STANDARDS, STUDENT LOADING AREAS

TWO STAFF MEMBERS FROM A SYSTEM OF PUBLIC SCHOOLS, THE ASSISTANT SUPERINTENDENT, AND THE DIRECTOR OF SAFETY EDUCATION DISCUSSED THE PROBLEMS OF TRAFFIC SAFETY ON AND AROUND THE SCHOOL SITE. FACTORS WHICH WERE CONSIDERED INCLUDE--(1) SCHOOL SITE AND BUILDING LOCATION, (2) SAFETY REQUIREMENTS, PRACTICES AND PRINCIPLES, (3) SIDEWALK DESIGN AND LOCATION, (4) PARKING AND DRIVEWAYS, (5) FENCING, AND (6) PARENT EDUCATION. SPECIFIC RECOMMENDATIONS INCLUDED (1) LOCATING THE BUILDING ON A CORNER OF THE SITE, (2) LIMITING ACCESS TO TWO SIDES OF THE SITE, (3) REGULATING STREET PARKING AND CROSSWALKS, (4) SEPARATING PEDESTRIAN AND VEHICULAR TRAFFIC, (5) FORMULAS FOR DETERMINING FACULTY AND STUDENT PARKING NEEDS, AND (6) PROVIDING PARENTS WITH THE TRAFFIC PLAN. THIS DOCUMENT IS AVAILABLE FROM THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA, CHICAGO, ILLINOIS. (DM)

ERIC/CEF DOCUMENT NO. EF000474 DISPOSITION-CERS 2

SCHOOL SITE SELECTION AND UTILIZATION

BY- CHASE, WILLIAM W.
THE AMERICAN INSTITUTE OF ARCHITECTS, WASHINGTON, D.C.

PUBLISHED-MAR65
IN- AIA SCHOOL PLANT STUDIES

008 PAGES

DESCRIPTORS- *BUILDINGS, *PLANNING, *SCHOOL LOCATION, *SCHOOL SPACE, ELEMENTARY SCHOOL, HIGH SCHOOL, SCHOOL PLANNING

SCHOOL SITE SELECTION AND UTILIZATION ARE GAINING RECOGNIZED IMPORTANCE IN SCHOOL PLANT PLANNING. CAREFUL SITE SELECTION AND UTILIZATION CAN ENHANCE EDUCATIONAL DESIRABILITY AND REDUCE COSTS WHEN PLANNING IS DONE IN TERMS OF EDUCATIONAL NEEDS. PLANNING SHOULD BE DEVELOPED ON A CONTINUING BASIS VIEWING TOPOGRAPHY, LAND USE STUDIES, ENROLLMENT ESTIMATES, DISTRICT ORGANIZATIONAL PATTERNS AND COMMUNITY SERVICES PROVIDED BY SCHOOLS. HEALTH, SAFETY, TRAFFIC PATTERNS, SIZE, ECONOMY AND LOCATION ARE ALSO TO BE CONSIDERED. SITE PLANNING SHOULD ALLOW FOR SPACE TO ACCOMODATE AREAS FOR OUTSIDE PLAYING, LANDSCAPING, FIELD GAMES, SCIENCE AND NATURE STUDY, PLAYGROUND APPARATUS AND COMMUNITY USE.

ERIC/CEF DOCUMENT NO. EF000476 DISPOSITION-CERS 2

PRELIMINARY GUIDE FOR PLANNING A SECONDARY SCHOOL BUILDING PROGRAM

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

PUBLISHED-SEP64

035 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *SCHOOL PLANNING, *SECONDARY SCHOOLS, CHOOL LOCATION, AUDITORIUMS, CARPET, CLASSROOMS, CLIMATE, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, FOOTCANDLES, GUIDANCE CENTERS, GYMNASIUMS, LABORATORIES, LIBRARY FACILITIES, PLANNING, TELEVISION, VISUAL ENVIRONMENT

ELEVEN STEPS ARE GIVEN FOR PREPARATION OF A BUILDING PROGRAM. DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS SERVES TO CLARIFY AND CONSOLIDATE THE IDEAS OF THE ADMINISTRATION, SCHOOL BOARD, STAFF, AND COMMUNITY. THIS ENABLES THE ARCHITECT TO INTERPRET ALL OF THE IDEAS. COMMUNITY BACKGROUND, PHILOSOPHY, PLANT REQUIREMENTS, BUDGET, AS WELL AS MISCELLANEOUS CONSIDERATIONS MUST BE INCLUDED. SECONDARY SCHOOLS SHOULD NOT EXCEED 1,000 TO 1,200 STUDENTS AT THE JUNIOR HIGH LEVELS. SITES SHOULD BE 10 ACRES PLUS ONE ACRE PER 100 STUDENTS. SITE SELECTION CRITERIA SHOULD BE APPLIED. AREAS TO RECEIVE CAREFUL ATTENTION IN PLANNING ARE ADMINISTRATIVE, INSTRUCTIONAL, ACTIVITY, AND SERVICE. OTHER CONSIDERATIONS ARE ECONOMY, ONE-STORY VERSUS TWO, CLIMATE CONTROL, CARPETING, TELEVISION, AND LIGHTING.

ERIC/CEF DOCUMENT NO. EF000479 DISPOSITION-CERS 2

PRELIMINARY GUIDE FOR PLANNING AN ELEMENTARY SCHOOL BUILDING PROGRAM

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS, DIVISION OF ADMINISTRATIVE SERVICES, SCHOOL PLANT SECTION

015 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *ELEMENTARY SCHOOLS, *SCHOOL PLANNING, AUDITORIUMS, CLASSROOMS, EDUCATIONAL FACILITIES, GUIDANCE CENTERS, LIBRARY FACILITIES, PLANNING, SCHOOL LOCATION

THE FIRST OF THREE PARTS IN THIS GUIDE PRESENTS TEN STEPS WHICH ARE SUGGESTED FOR PREPARING FOR A BUILDING PROGRAM. NEEDS MUST BE DETERMINED, THE EDUCATIONAL PROGRAM DEVELOPED, ARCHITECT SELECTED, SITE SELECTED, PRELIMINARIES PREPARED, PUBLIC INFORMED, BONDSMAN EMPLOYED, ELECTION HELD, PLANS CARRIED OUT, AND INSURANCE PURCHASED. ELEMENTARY SCHOOLS SHOULD HAVE 540 TO 600 PUPILS ON A MINIMUM SITE OF FIVE ACRES PLUS ONE ACRE PER 100 STUDENTS. SITE SELECTION SHOULD BE BASED UPON ENVIRONMENT, COMMUNITY PLANNING, ACCESSIBILITY, SITE CHARACTERISTICS, UTILITY SERVICES, AND COSTS. PROPER ORIENTATION OF THE BUILDING TO THE SITE IS A MUST. FINALLY, PROVISIONS SHOULD BE MADE FOR PRIMARY CLASSROOMS, ELEMENTARY CLASSROOMS, ADMINISTRATIVE AREAS, AND SPECIAL FACILITIES. CLASSROOMS SHOULD BE NO LESS THAN 750 SQUARE FEET WHILE THE PRINCIPAL'S OFFICE SHOULD HAVE 120 TO 200 SQUARE FEET. A SECRETARY'S OFFICE, BOOKROOM, CLINIC, GUIDANCE AREA, AND A WORKROOM AND LOUNGE SHOULD BE PROVIDED. SPECIAL AREAS ARE LIBRARY, CAFETERIA, AUDITORIUM, AND TOILETS. SPECIAL ATTENTION SHOULD BE GIVEN TO SERVICE AREAS AND LIGHTING.

ERIC/CEF DOCUMENT NO. EF000484 ED 014 864 DISPOSITION-CERS 1

THE SCHOOL SITE --- ITS SELECTION, ANALYSIS, DEVELOPMENT AND MAINTENANCE (A MANUSCRIPT PREPARED FOR THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION, ATLANTIC CITY, NEW JERSEY, FEBRUARY 16, 1966)

BY- BRUNING, WALTER F.
JACOBSEN MANUFACTURING CO., RACINE, WISCONSIN

PUBLISHED-FEB66

C33 PAGES

DESCRIPTORS- *SCHOOL LOCATION, *SCHOOL SITE, *SITE DEVELOPMENT, *SITE SELECTION,

SCHOOL ADMINISTRATORS AND COMMUNITY PLANNERS CAN AID THE SCHOOL SITE SELECTION PROCESS BY WORKING TOGETHER ON A COMMUNITY MASTER PLAN. MANY COMMUNITIES HAVE DEVELOPED SUCH A PLAN UNDER THE STATE AND FEDERALLY AIDED 701 PROGRAM. SOUND SITE SELECTION PRINCIPLES REQUIRE CONSIDERATION OF OTHER FACTORS THAN STUDENT POPULATION DISTRIBUTION. IDEALLY LOCATED, EASY TO DEVELOP SITES WITHIN EASY REACH OF UTILITIES SHOULDBE CHOSEN. CAREFUL STUDY SHOULD BE MADE OF ALTERNATE SITES. TO ASSIST IN THE SELECTION PROCESS, A SITE PLANNER SHOULD BE EMPLOYED. WHEN A SITE IS FINALLY CHOSEN, DETAILED MAPS SHOULD BE OBTAINED, PERSONAL SURVEYS SHOULD BE MADE, AND A PRELIMINARY SITE STUDY BY AN ENGINEER SHOULD BE MADE. SITE DEVELOPMENT INVOLVES PLANNING FOR THREE BASIC AREAS, THE APPROACH AREA, THE SERVICE AREAS, AND THE OUTDOOR LIVING AREAS. LANDSCAPE MATERIALS USED IN DEVELOPMENT CONSIST OF INVISIBLE AND VISIBLE MATERIALS. QUALITY PRODUCTS SHOULD BE USED IN THE INVISIBLE MATERIALS BECAUSE LATER PROBLEMS CAN BE AVOIDED. VISIBLE MATERIALS INCLUDE SUCH ITEMS AS SIDEWALKS, ROADS, TERRACES, TREES, SHRUBS, AND LAWN AREAS. ONCE INSTALLATION IS COMPLETE, PROVISION MUST BE MADE FOR MAINTENANCE. TIME AND COST EFFICIENCY SHOULD BE THE MAIN OBJECTIVES OF SUCH A PROGRAM. (RH)

ERIC/CEF DOCUMENT NO. EF000500 DISPOSITION-CERS 2

SCHOOL SITE PROGRAM 1959 - 1980

CAUDILL, ROWLETT AND SCOTT, HOUSTON, TEXAS

PUBLISHED-AUG59
IN- SAGINAW TOWNSHIP, MICHIGAN

059 PAGES

DESCRIPTORS- *SCHOOL LOCATION, *SCHOOL SITE, *ENROLLMENT PROJECTIONS, ENROLLMENT RATE, ENROLLMENT TRENDS, CENSUS FIGURES, EDUCATIONAL FACILITIES, SCHOOL EXPANSION

THE STUDIES IN THIS REPORT PROJECT ENROLLMENTS IN SAGINAW, MICHIGAN, TO 1980, TELL HOW THE STUDENTS WILL BE GROUPED, AND DETERMINE WHERE THEY WILL LIVE. SCHOOL SITES ARE THEN PROJECTED THROUGH USE OF THIS INFORMATION THROUGH 1980. THIS REPORT INCLUDES POPULATION TRENDS, SCHOOL CENSUS DATA AND SCHOOL ENROLLMENTS.

ERIC/CEF DOCUMENT NO. EF000544 ED 014 210 DISPOSITION-CERS 1

SCHOOL BUILDING PROJECTS, A GUIDE TO ADMINISTRATIVE PROCEDURES

BY- MORRIS, LYLE L.
STATE UNIVERSITY OF NEW YORK, ALBANY

PUBLISHED- 66

REPORT/SERIES NO.- I273-AG65-2000

C66 PAGES

DESCRIPTORS- *BUILDING DESIGN, *EDUCATIONAL PLANNING, *SCHOOL CONSTRUCTION, *SCHOOL DESIGN, ARCHITECT, BUILDINGS, SCHOOL BUILDING, SCHOOL LOCATION

THIS GUIDE PROVIDES STEP BY STEP ASSISTANCE TO THOSE RESPONSIBLE FOR A SCHOOL BUILDING PROJECT. THE RESPONSIBILITIES OF THE BOARD OF EDUCATION AND THE SCHOOL STAFF ARE EDUCATIONAL PLANNING AND MAKING STUDIES OF THE SCHOOL POPULATION. ADVISORY SERVICES ARE PROVIDED BY THE STATE EDUCATION DEPARTMENT. THE FOLLOWING STEPS ARE AMONG THOSE CITED AS BEING IMPORTANT. CONVERSION OF EDUCATIONAL PLANS INTO WORKING DRAWINGS IS THE RESPONSIBILITY OF THE ARCHITECT. SINCE HE ALSO GUARDS THE BOARD AGAINST DEFICIENCIES IN WORKMANSHIP, CAREFUL ATTENTION MUST BE GIVEN BY THE BOARD TO HIS SELECTION AND EMPLOYMENT. SUPPORTIVE SERVICES FROM THE ENGINEERING AND LEGAL PROFESSIONS MAY HAVE TO BE CAREFULLY CONSIDERED. UPON COMPLETION OF THESE STEPS, THE BUILDING PROJECT MUST PROCEED TO SITE DETERMINATION, PRELIMINARY PLANS, DISTRICT APPROVAL, FINAL PLANS, AND BIDDING PROCEDURES INCLUDING AWARDING OF BIDS. SUPERVISION OF THE CONSTRUCTION PROCESS AND INSURANCE COVERAGE MUST BE PROVIDED. PROCEDURES FOR HANDLING CHANGE ORDERS MUST BE ESTABLISHED. WHEN CONSTRUCTION HAS BEEN COMPLETED, THE BOARD OF EDUCATION MUST INSPECT THE FACILITIES FOR FINAL ACCEPTANCE. THIS FOLLOWS THE ISSUANCE OF THE CERTIFICATE OF FINAL APPROVAL BY THE ARCHITECT. PLACING THE BUILDING IN USE IS THE FINAL TASK. (RH)

ERIC/CEF DOCUMENT NO. EF000545 DISPOSITION-CERS 2

THE SCHOOL SITE AND DEVELOPMENT OF SCHOOL GROUNDS

BY- ROTUNNO, NOREDO A. AND STELLING, A. CARL
STATE UNIVERSITY OF NEW YORK, ALBANY

PUBLISHED- 63

REPORT/SERIES NO.- I244-J163-1500(48586)

014 PAGES

DESCRIPTORS- *PLANNING, *SCHOOL LOCATION, *DECISION MAKING, *SCHOOL SIZE, SCHOOL PLANNING, PARK DESIGN

THE DESIGN OF SCHOOL BUILDINGS AND GROUNDS SHOULD BE DEVELOPED BY THE COORDINATED EFFORTS OF A COMMITTEE COMPOSED OF AN ARCHITECT, LANDSCAPE ARCHITECT AND REPRESENTATIVES FROM THE LOCAL SCHOOL BOARD AND FROM THE STATE EDUCATION DEPARTMENT. THE COMMITTEE SHOULD CONSIDER SITE SIZE AND TOPOGRAPHY AS THEY ARE RELATED TO A SPACE PER PUPIL RATIO AND THE ADAPTABILITY OF THE LAND USE FOR DIFFERENT GRADE LEVELS. THE SITE SHOULD BE DEVELOPED AFTER GIVING CONSIDERATION TO TESTS, TOTAL SCHOOL PROGRAM, LOCATION, SIZE, SHAPE AND ORIENTATION, DRAINAGE, ROADWAYS, MAINTENANCE FACTORS, DRIVES, PARKING AND SERVICE AREAS, WALDS AND PLAY AREAS. PLANTING DESIGN SHOULD BE DEVELOPED TO KEEP MAINTENANCE AT A MINIMUM BUT ENHANCE THE AESTHTIC QUALITIES OF THE SCHOOL GROUNDS.

ERIC/CEF DOCUMENT NO. EF000549 ED 017 122 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE D-2, ONE-STORY JUNIOR - SENIOR HIGH SCHOOL 1000 EXPANDABLE TO 1200 PUPILS

PERKINS AND WILL, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE D-2

029 PAGES

DESCRIPTORS- *HIGH SCHOOL DESIGN, *SCHOOL LOCATION, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE, SCHOOL STUDY CENTERS

THE PROGRAM FOR A JUNIOR-SENIOR HIGH SCHOOL FACILITY REQUIRED A ONE-STORY BUILDING FOR 1000 PUPILS WITH THE POTENTIAL FOR ACCOMMODATING AN INCREASE OF 200 PUPILS. EMPHASIS WAS TO BE PLACED ON--(1) SHARED SPACES, WHICH WOULD OFFER EVERY GRADE LEVEL COMPLETE PHYSICAL EDUCATION, AUDITORIUM, SCIENCE, ARTS, AND LIBRARY FACILITIES, (2) SEPARATION OF JUNIOR AND SENIOR HIGH CLASSROOMS, (3) SEPARATION OF ACADEMIC AREA CIRCULATION FROM THAT OF PUBLIC AND COMMUNITY USAGE AREAS, (4) PROVISION OF ADAPTIVE FLEXIBILITY FOR INDIVIDUAL SCHOOL DESIGN, AND (5) STANDARDIZATION OF MATERIALS AND METHODS TO ACHIEVE ECONOMY. FLEXIBILITY WAS ACHIEVED THROUGH THE USE OF A FIVE BAY UNIT. SIX OF THESE UNITS PROVIDE THE CAPACITY FOR VARYING ARRANGEMENTS AROUND THE AUDITORIUM-GYMNASIUM MASS. OUTDOOR TEACHING COURTS ARE THEN FORMED ADJACENT TO THE STUDY-RESOURCE CENTER SEPARATING THE JUNIOR AND SENIOR HIGH CLASSROOMS. PROJECT AREAS EMPHASIZED ARE--(1) CONSTRUCTION DATA, (2) STRUCTURAL SYSTEMS, (3) MATERIAL CONSIDERATIONS, AND (4) MECHANICAL SYSTEMS. A FLOOR PLAN, ELEVATION, AND PERSPECTIVE ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000550 ED 017 123 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE D-3, TWO-STORY JUNIOR - SENIOR HIGH SCHOOL, 1000 EXPANDABLE TO 1200 PUPILS

URBAHN AND BRAYTON, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE D-3

049 PAGES

DESCRIPTORS- *FLEXIBLE CLASSROOMS, *HIGH SCHOOL DESIGN, *SCHOOL LOCATION, CHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

PROGRAM EMPHASIS FOR THE DESIGN OF THIS FACILITY WAS CRIENTED TOWARD CURRENT EDUCATIONAL CONCEPT. PRESENT AND PROJECTED CHANGES IN--(1) TEACHING TECHNIQUES, (2) CURRICULUMS, (3) STAFFING PATTERNS, AND (4) USE OF TECHNOLOGICAL AIDS SUGGESTED DEVELOPMENT OF A FLEXIBLE CLASSROOM UNIT. THE RESULTANT PLAN ACHIEVES FUNCTIONAL SEPARATION THROUGH GROUPING INTO 2 MAJOR BLOCKS--(1) THE ACADEMIC, AND (2) GYMNASIUM-AUDITORIUM UNITS. SEPARATION OF JUNIOR AND SENIOR HIGH STUDENTS IS NON-EXISTENT EXCEPT FOR INDIVIDUAL ENTRANCES AND LOCKER LOCATIONS. INCLUDED AS IMPORTANT PROJECT CONSIDERATIONS ARE--(1) EXPANSION PROVISIONS, (2) CONSTRUCTION METHODS AND MATERIALS, (3) STRUCTURAL SYSTEMS, (4) MECHANICAL SYSTEMS, (5) SITE ADAPTION DATA, AND (6) SUGGESTIONS FOR ALTERNATE CONSTRUCTION BIDS. FLOOR PLANS, PERSPECTIVES, AND CLASSROOM DIAGRAMS ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000551 ED 018 935 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE D-1, ONE-STORY JUNIOR - SENIOR HIGH SCHOOL 800 EXPANDABLE TO 1000 PUPILS

REGINALD E. MARSH AND ASSOCIATES, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE D-1

030 PAGES

DESCRIPTORS- *HIGH SCHOOL DESIGN, *JUNIOR HIGH SCHOOLS, *SCHOOL LOCATION, *SENIOR HIGH SCHOOLS, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

THE DESIGN OF THIS ECONOMICALLY PLANNED SCHOOL IS DEVELOPED TO SUIT A GENERALIZED SET OF AREA CHARACTERISTICS. PHYSICAL SEPARATION OF JUNIOR AND SENIOR PUPILS IS EFFECTED THROUGH USE OF THE 'SCHOOLS-WITHIN-A-SCHOOL' PLAN. PROVISIONS FOR ADOPTION OF--(1) TEAM TEACHING, (2) MACHINE TEACHING, (3) EDUCATIONAL TELEVISION, AND (4) AURAL-ORAL LANGUAGE LEARNING ARE MADE THROUGH CLASSROOM CONVERSION POTENTIAL AND THE DESIGN OF AN ELECTRONIC TEACHING CENTER. EMPHASIZED AS PROJECT CONSIDERATIONS ARE--(1) MODULAR DIMENSIONING, (2) EXPANSION DATA, (3) CONSTRUCTION AND FINISH MATERIALS, (4) STRUCTURAL DESIGN, AND (5) MECHANICAL SYSTEMS. FLOORPLANS AND PERSPECTIVES ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000552 ED 018 936 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE C-2, TWO STORY SENIOR HIGH SCHOOL 1000 EXPANDABLE TO 1200 PUPILS

FREDERIC P. WIEDERSUM ASSO., ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE C-2

025 PAGES

DESCRIPTORS- *HIGH SCHOOL DESIGN, *SCHOOL LOCATION, *SENIOR HIGH SCHOOLS, CHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

THE DESIGN OF THIS ECONOMICALLY PLANNED SCHOOL IS DEVELOPED TO SUIT A GENERALIZED SET OF AREA CHARACTERISTICS. THE COMPACT PLAN CENTRALIZES THE BULK OF STUDENT ACTIVITIES AROUND AN OPEN COURT, WHILE LOCATING THE NOISY AND HEAVY TRAFFIC FACILITIES AT THE PERIMETER OF THE BUILDING. THE DESIGN FEATURES--(1) CLASSROOM FLEXIBILITY AND MODIFICATION POTENTIAL DUE TO LOCATION AND ARRANGEMENT OF THE ACADEMIC AREA, (2) NOISE ISOLATION BECAUSE OF DECENTRALIZATION OF NOISY ELEMENTS, (3) MAXIMUM SAFETY DUE TO MINIMUM EXIT DISTANCES AT ANY BUILDING LOCATION, (4) SEPARATE PUBLIC ACCESS TO COMMUNITY FACILITIES, AND (5) ADAPTABILITY TO MOST SITES BECAUSE OF THE COMPACT RECTANGULAR PLAN. EMPHASIZED AS PROJECT CONSIDERATIONS ARE--(1) MODULAR DIMENSIONING, (2) CONSTRUCTION DATA, (3) STRUCTURAL SYSTEMS, (4) MECHANICAL SYSTEMS, AND (5) FALLOUT PROTECTION DATA. FLOOR PLANS AND A PERSPECTIVE ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000553 ED 018 937 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE A-1, ONE-STORY 14-21 CLASSROOM ELEMENTARY SCHOOL

KING AND KING, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE A-1

026 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *SCHOOL DESIGN, *SCHOOL LOCATION, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

THE PROGRAM FOR AN ELEMENTARY SCHOOL FACILTY REQUIRED 14 CLASSROOMS WITH THE POTENTIAL FOR ACCOMMODATING AN INCREASE OF SEVEN CLASSROOMS. THE EXPANSION POTENTIAL ALSO INVOLVED ADDITION OF A CONSIDERABLE NUMBER OF NON/TEACHING AREAS.THE DESIGN FEATURED A CENTRAL CORE CONTAINING ADMINISTRATION, PLAYROOM, CAFETERIA, AND KITCHEN FACILITIES WITH TWO ADJACENT CLASSROOM WINGS. ADDITION OF A THIRD WING AND EXPANSION OF THE CORE COMPRISES THE EXPANSION PHASE. THE PLAN--(1) PROVIDES FOR GOOD SEPARATION OF AGE GROUPS, (2) ALLOWS FOR CONFORMITY TO MANY SITE CONDITIONS, (3) PROVIDES FOR EASY FACILITY SUPERVISION, AND (4) PERMITS NEW CONSTRUCTION TO OCCUR WITH MINIMAL ACTIVITY DISRUPTION. EMPHASIZED AS PROJECT CONSIDERATIONS ARE--(1) PROVISIONS FOR FALLOUT PROTECTION, (2) BUILDING MATERIALS AND CONSTRUCTION, (3) STRUCTURAL SYSTEMS, (4) MECHANICAL SYSTEMS, AND (5) ADAPTIVE BUILDING DATA. FLOOR PLAN AND PERSPECTIVE ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000554 ED 018 938 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE A-2, ONE-STORY 21-28 CLASSROOM ELEMENTARY SCHOOL

AUGUST LUX AND ASSOCIATES, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE A-2

026 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *SCHOOL DESIGN, *SCHOOL LOCATION, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

THIS PROGRAM FOR AN ELEMENTARY SCHOOL FACILITY REQUIRED 21 CLASSROOMS WITH THE POTENTIAL FOR ACCOMMODATING AN INCREASE OF SEVEN CLASSROOMS. THE PLAN SOLUTION WAS CHOSEN UPON REVIEW OF FIVE DIFFERENT SCHEMATIC TYPES. A MULTI-WING PLAN WAS DEVELOPED WITH A CENTRAL CORE, TWO CLASSROOM WINGS, AND A SEMI-DETACHED KINDERGARTEN ELEMENT. EXPANSION OF THE COMPACT BUILDING IS POSSIBLE AT FOUR TERMINAL LOCATIONS WITHOUT EXCESSIVELY LONG CLASSROOM WINGS OR FUNCTIONAL DISTANCES. EMPHASIZED AS PROJECT CONSIDERATIONS ARE--(1) PROVISIONS FOR FALLOUT PROTECTION, (2) CONSTRUCTION DATA, (3) STRUCTURAL DATA, (4) MECHANICAL AND ELECTRICAL SYSTEMS, AND (5) ADAPTIVE CONSTRUCTION DATA. A FLOOR PLAN AND PERSPECTIVE ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000555 ED 018 939 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE A-3, TWO-STORY 21-28 CLASSROOM ELEMENTARY SCHOOL

FOIT AND BASCHNAGEL, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE A-3

028 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *SCHOOL DESIGN, *SCHOOL LOCATION, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

THE PROGRAM FOR A TWO-STORY ELEMENTARY SCHOOL FACILITY REQUIRED 21 CLASSROOMS WITH THE POTENTIAL FOR ACCOMMODATING AN INCREASE OF SEVEN CLASSROOMS. THE ECONOMICAL AND FLEXIBLE ZONED PLAN PROVIDES EXPANSION POTENTIAL WITHOUT UNDUE DISTURBANCE OF THE ORIGINAL FUNCTIONAL ORGANIZATION. ISOLATION OF DUAL-USAGEFACILITIES SUCH AS THE AUDITERIA AND PLAYROOM IS EFFECTED THROUGH CLASSROOM SEPARATION, GATE CONTROL, AND EXTERNALIZED SERVICE CIRCULATION. CLASSROOMS ARE DESIGNED FOR THIRTY PUPILS AND ARRANGED ACCORDING TO GRADE LEVEL. THE FIRST FLOOR, IN EFFECT, SERVES AS A SEPARATE PRIMARY SCHOOL WITH SELF-CONTAINED CLASSROOMS. HIGHER GRADES ARE LOCATED ON THE SECOND FLOOR ADJACENT TO THE LIBRARY. EMPHASIZED AS PROJECT CONSIDERATIONS ARE--(1) PROVISIONS FOR FALLOUT PROTECTION, (2) EXPANSION DATA, (3) BUILDING MATERIAL DATA, (4) STRUCTURAL DATA, (5) MECHANICAL AND ELECTRICAL SYSTEMS, AND (6) ADAPTIVE CONSTRUCTION DATA. FLOOR PLANS AND A PERSPECTIVE ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000556 ED 016 308 DISPOSITION-EDC- 1

STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE B-1, ONE-STORY JUNIOR HIGH SCHOOL 800 EXPANDABLE TO 1000 STUDENTS

DUANE LYMAN AND ASSOCIATES, ASSOCIATE ARCHITECTS

IN- REPORT- N.Y.S. STANDARD SCHOOL TYPE B-1

026 PAGES

DESCRIPTORS- *JUNIOR HIGH SCHOOLS, *SCHOOL DESIGN, *SCHOOL LOCATION, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE

THE DESIGN OF THIS ONE-STORY, ECONOMICALLY PLANNED JUNIOR HIGH SCHOOL IS DEVELOPED TO SUIT A GENERALIZED SET OF AREA CHARACTERISTICS. THE FEATURES OF THIS SCHOOL FOR 800 TO 1000 PUPILS ARE SUITABLE FOR EITHER A RAPIDLY DEVELOPING SUBURB OF A LARGE CITY OR THE OUTSKIRTS OF A RAPIDLY GROWING VILLAGE. THE BASIC SITE OF 20 TO 30 ACRES SUPPORTS A TIGHT COMPACT PLAN OF A REASONABLY OPEN AND FLEXIBLE CHARACTER. THE CLASSROOMS ARE ARRANGED IN THREE COURT-SEPARATED WINGS WHICH OPEN OFF THE MAIN CORRIDOR. INCLUDED AS DESIGN CONSIDERATION ARE--(1) A SCHEDULE OF SPACES, (2) IMPORTANT DESIGN PROVISIONS, (3) EXPANSION DATA, (4) CONSTRUCTION DATA, AND (5) PROJECT IMPLEMENTATION INFORMATION. A FLOOR PLAN IS INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000557 ED 018 940 DISPOSITION-CERS 1

SCHOOL SITE STANDARDS AND SITE SELECTION

STATE UNIVERSITY OF NEW YORK, ALBANY

PUBLISHED-NOV64
IN- I266-N64-4000(50057)

006 PAGES

DESCRIPTORS- *DECISION MAKING, *PLANNING, *SCHOOL LOCATION, *SCHOOL SIZE, SCHOOL PLANNING

THIS REPORT PRESENTS ELEMENTARY AND SECONDARY SCHOOL SITE DEVELOPMENT DATA COMPILED BY THE DIVISION OF EDUCATIONAL FACILITIES PLANNING, NEW YORK STATE EDUCATION DEPARTMENT. ENROLLMENT FIGURES USED REPRESENT THE ULTIMATE SIZE OF THE SCHOOLS. THE STANDARDS ARE MINIMUM FOR THE STATE OF NEW YORK WITH ELEMENTARY SCHOOL SITES BASED ON THREE ACRES PLUS ONE ACRE FOR EACH 100 PUPILS ENROLLED, WITH A MINIMUM OF FIVE ACRES AND 600 STUDENTS BEING THE MAXIMUM SIZE. THE 7-12 AND K-12 ARE BASED ON TEN ACRES PLUS ONE ACRE FOR EACH 100 PUPILS. INCLUDED IN THE STUDY IS A GRAPH SHOWING THE RATIO OF ENROLLMENT TO USABLE ACRES AND A MATRIX FOR SUCH SITE SELECTION FACTORS AS SIZE AND LOCATION, SHAPE AND CONTOUR, ELEVATION, HAZARDS, SAFETY AND HEALTH, PURCHASE PRICE AND DEVELOPMENT COSTS. (GM)

ERIC/CEF DOCUMENT NO. EF000617 ED 015 625 DISPOSITION-EDC- 1

ELEMENTARY SCHOOL BUILDINGS, (KINDERGARTEN - GRADE 8)

BY- GORDON, WALTON M.
HAWAII STATE DEPARTMENT OF PUBLIC INSTRUCTION, HONOLULU

PUBLISHED- 59
IN- EDUCATIONAL SPECIFICATIONS FOR THE PUBLIC SCHOOL BUILDINGS IN HAWAII, VOL. 1

132 PAGES

DESCRIPTORS- *BUILDING DESIGN, *CURRICULUM, *ELEMENTARY SCHOOLS, *STANDARDS, EQUIPMENT, FURNITURE, OUTDOOR EDUCATION, SCHOOL LOCATION, SCHOOL SIZE, SCHOOL SPACE

A FACT-FINDING PROCESS TO ANALYZE, DESCRIBE, AND INTERPRET THE SCHOOL PROGRAM, RESULTED IN A SET OF SPECIFICATIONS TO BE USED AS THE BASIS FOR MAKING ARCHITECTURAL DECISIONS. MAJOR TOPICS ARE-- (1)EDUCATIONAL SPECIFICATION, (2) FURNITURE AND EQUIPMENT, EDUCATIONAL EQUIPMENT AND SUPPLIES, AND (3) BUILDING STANDARDS. THE SCHOOL IS DISCUSSED IN TERMS OF (1) BUILDING SIZE, (2) BUILDING COMPONENTS, AND (3) SITE RELATIONSHIPS. ALSO INCLUDED ARE PROGRAM REQUIREMENTS, EDUCATIONAL OUTCOMES, AND DISCERNABLE TRENDS. SPECIFIC DESIGN REQUIREMENTS ARE GIVEN FOR (1) AREAS OF INSTRUCTION, (2) ADMINISTRATION, AND (3) OTHER BUILDING FACILITIES. DESCRIPTIONS AND QUANTITY SPECIFICATIONS ARE MENTIONED FOR SCHOOL FURNITURE AND EDUCATIONAL EQUIPMENT IN CLASSROOMS AND OTHER BUILDING FACILITIES, AND OUTDOOR PLAY AREAS. EDUCATIONAL SUPPLY AND EQUIPMENT REQUIREMENTS ARE LISTED BY GRADE LEVEL FOR CLASSROOMS AND SPECIFIC EDUCATIONAL ACTIVITIES. SPECIFIED ITEMS OF FURNITURE AND EQUIPMENT ARE DESCRIBED. BUILDING STANDARDS ARE SHOWN FOR SCHOOL SITES, SCHOOL BUILDINGS, AND OUTDOOR PLAY AREAS. (MM)

ERIC/CEF DOCUMENT NO. EF000622 DISPOSITION-CERS 2

HANDBOOK ON PLANNING SCHOOL FACILITIES

BY- SMITH, REX M.
WEST VIRGINIA STATE DEPARTMENT OF EDUCATION, CHARLESTON, DIVISION OF SCHOOL PLANT PLANNING

IN- SUPPLEMENTING GUIDE FOR PLANNING SCHOOL PLANTS

115 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *SCHOOL PLANNING, AUDIO VISUAL CENTERS, AUDIOVISUAL PROGRAMS, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, ELEMENTARY SCHOOLS, HIGH SCHOOLS, MASTER PLANS, SANITATION, SAFETY, SCHOOL BUILDINGS, SCHOOL DESIGN, SCHOOL FACILITIES, SCHOOL LOCATION, SCHOOL PLANT, SECONDARY SCHOOLS

DEVELOPMENT OF A SCHOOL PLANT PROGRAM IS A PRIMARY RESPONSIBILITY OF THE BOARD OF EDUCATION. EDUCATIONAL NEEDS ANALYSES, PLANT SURVEYS, SITE SELECTION CRITERIA, EDUCATIONAL SPECIFICATIONS, AND CAREFUL DESIGNING ARE ALL ESSENTIAL TO THE PROGRAM. SITE CONSIDERATIONS ARE LOCATION, SIZE, PHYSICAL FEATURES, RECREATIONAL AREAS, WALLS, DRIVES, PARKING, AND BEAUTIFICATION. SPECIFIC ATTENTION TO THE NEEDS OF THE PUPILS TO BE SERVED IN A NEW PLANT MUST BE GIVEN. ELEMENTARY CENTERS MUST MAKE SPECIAL PROVISION FOR KINDERGARTENS AND SUCH SPECIAL AREAS AS ART, MUSIC, PHYSICAL EDUCATION, AND LIBRARY. SPECIAL ATTENTION MUST BE GIVEN TO BUSINESS EDUCATION, INDUSTRIAL ARTS, MUSIC, PHYSICAL EDUCATION, SCIENCE, AGRICULTURE, LIBRARY, AND ADMINISTRATIVE FACILITIES IN SECONDARY SCHOOLS. EVERY FACILITY MUST PROVIDE STRUCTURAL, FIRE, AND TRAFFIC SAFETY. SANITARY, AUDIOVISUAL, CUSTODIAL, ALARM, AND STORAGE FACILITIES ALSO REQUIRE CAREFUL ATTENTION IN NEW PLANTS. THERMAL, VISUAL, SONIC AND AESTHETIC ENVIRONMENTAL FACTORS REQUIRE CAREFUL PLANNING FOR PROPER LEARNING CLIMATE. WEST VIRGINIA STATE CODE REFERENCES ARE FURNISHED AS WELL AS SUGGESTIONS ABOUT UTILIZATION OF ARCHITECTURAL SERVICES.

ERIC/CEF DOCUMENT NO. EF000631 DISPOSITION-CERS 2

GUIDELINES FOR SCHOOL BUILDING PLANNING

OHIO DEPARTMENT OF EDUCATION, COLUMBUS

PUBLISHED-APR64

124 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *HIGH SCHOOLS, *JUNIOR HIGH SCHOOLS, *SCHOOL PLANNING, *SENIOR HIGH SCHOOLS, AUDITORIUMS, BUILDING DESIGN, CORRIDORS, CLASSROOMS, EDUCATIONAL SPECIFICATIONS, EDUCATIONAL FACILITIES, GYMNASIUMS, HEATING, VENTILATION, PLANNING, SCHOOL BUILDING, SCHOOL DESIGN, SCHOOL LOCATION, SCIENCE FACILITIES

EDUCATIONAL SPECIFICATIONS SYNTHESIZE THE IDEAS OF THE SCHOOL BOARD, STAFF AND COMMUNITY SO THE ARCHITECT TRANSLATES THEM INTO PRELIMINARY DRAWINGS. BASIC CONSIDERATIONS WHICH MUST BE TAKEN INTO ACCOUNT WHEN PLANNING NEW SCHOOL BUILDINGS ARE SITE CHARACTERISTICS, WATER SUPPLY, DESIGN, AESTHETICS, HEATING AND VENTILATING, ELECTRICAL, AND EQUIPMENT. ELEMENTARY SCHOOLS SHOULD HOUSE 240 TO 360 PUPILS ON SITES OF NO LESS THAN TEN ACRES PLUS ONE ACRE FOR EACH 100 PUPILS. SPACES TO BE PROVIDED ARE ADMINISTRATIVE, CLASSROOMS, MULTI-PURPOSE, KITCHEN, MUSIC, LIBRARY, CUSTODIAL, TOILETS, CORRIDORS, DRIVEWAYS, AND WALKS. JUNIOR HIGH SCHOOL BUILDINGS SHOULD HAVE AT LEAST 500 PUPILS. SITES SHOULD BE AT LEAST 15 ACRES PLUS ONE ACRE PER 100 PUPILS. ATTENTION MUST BE GIVEN TO SPACES SIMILAR TO THOSE FOUND IN ELEMENTARY SCHOOLS BUT SOME ADJUSTMENTS FOR A DIFFERENT AGE GROUP MUST BE MADE. SPECIAL AREAS SUCH AS HOME ECONOMICS, INDUSTRIAL ARTS, SCIENCE, BUSINESS EDUCATION, STUDY HALL, AND GYMNASIUM-AUDITORIUM MUST RECEIVE CONSIDERATION. SENIOR HIGH SCHOOL SHOULD HAVE AT LEAST 500 PUPILS ALSO. SITES SHOULD BE AT LEAST 20 ACRES PLUS ONE ACRE PER 100 PUPILS. OTHER CONSIDERATIONS FOR THIS TYPE OF FACILITY ARE SIMILAR TO THOSE GIVEN TO JUNIOR HIGH SCHOOLS. COST FACTORS FOR NEW SCHOOLS AND ADDITIONS BY ARCHITECTURAL REGION ARE INCLUDED. DETAILED SPECIFICATIONS ARE INCLUDED THROUGHOUT THIS GUIDE.

ERIC/CEF DOCUMENT NO. EF000694 DISPOSITION-CERS 2

MINIMUM MAINTENANCE PLANNING FOR SCHOOL GROUNDS

BY- BRUNING, WALTER F.
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO, ILLINOIS

PUBLISHED-NOV63
IN- PROCEEDINGS, ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA, 49TH ANNUAL MEETING AND EDUCATIONAL EXHIBIT, DENVER, COLORADO, NOVEMBER 3-8, 1963

012 PAGES

DESCRIPTORS- *MAINTENANCE, *SCHOOL MAINTENANCE, *SCHOOL SITE, *SITE DEVELOPMENT, *TURF MANAGEMENT, MANAGEMENT, PLANNING, SCHOOL ADMINISTRATION, SCHOOL LOCATION

MAINTENANCE EFFICIENCY IN THE PUBLIC SCHOOLS INVOLVES TIME, SAVINGS, AND MONEY. WHEN APPLIED TO SCHOOL SITES, SUCH AREAS AS PARKING LOTS, LOADING ZONES, ATHLETIC FIELDS, ROADS, WALLS, AND OUTDOOR CLASSROOMS BECOME INVOLVED. PRINCIPLES OF EFFICIENCY BECOME OPERATIVE IN THE SITE SELECTION PROCESS WHEN CONSIDERATIONS ARE GIVEN TO ACCESSIBILITY, SIZE, TOPOGRAPHY, EXPOSURE, AND SOIL CONDITIONS. SIMILAR PRINCIPLES CAN BE APPLIED TO PLANNING WHEN CONSIDERATIONS MUST TAKE INTO ACCOUNT SCHOOL BUILDINGS, ROADS, SERVICE AND PARKING AREAS, PLAY AREAS, PEDESTRIAN WALKS, AND BUS LOADING AREAS. SURFACE MATERIALS ON THE SCHOOL SITE SHOULD BE CHOSEN ON THE BASIS OF MINIMUM MAINTENANCE. PAVING, CURBING, AND SIDEWALK MATERIALS, RETAINING WALLS, STEPS AND HANDRAILS, FENCE MATERIALS, EXTERIOR LIGHTING, PLAY AREAS, AND ATHLETIC AREAS HAVE DIFFERING NEEDS WHICH DEMAND INDIVIDUAL REQUIREMENTS. LAWN CARE CAN BE MINIMIZED THROUGH PROPER SOIL PREPARATION, GRASS SELECTION, MOWING, FERTILIZING, AND WEED CONTROL. PROPER MAINTENANCE EQUIPMENT SELECTION CAN MAKE WORK EFFICIENT WHEN DEMANDS OF EACH SITUATION ARE CONSIDERED INDIVIDUALLY. CAREFUL ADMINISTRATION OF SUCH A PROGRAM WILL INSURE PROPER UTILIZATION OF MANPOWER.

ERIC/CEF DOCUMENT NO. EF000911 DISPOSITION-UFRC 1

NEW CAMPUSES FOR OLD A CASE STUDY OF FOUR COLLEGES THAT MOVED

BY- ZISMAN, S. B. AND POWELL, CATHERINE
EDUCATIONAL FACILITIES LABORATORIES, NEW YORK, N. Y.

32 PAGES

DESCRIPTORS- *CASE STUDIES (FACILITIES), *COLLEGE PLANNING, *CONSTRUCTION COSTS, *HIGHER EDUCATION CAMPUS PLANNING, *RELOCATION, COOPERATIVE PLANNING, EDUCATIONAL SPECIFICATIONS, FACILITY GUIDELINES, FACILITY REQUIREMENTS, SCHOOL COMMUNITY RELATIONSHIP, SITE SELECTION, TRANSPORTATION

THIS REPORT TREATS THE PROBLEMS INVOLVED IN MOVING FROM AN OLD CAMPUS AND CREATING A NEW CAMPUS. IT IS BASED ON THE EXPERIENCES OF FOUR COLLEGES WITH PARTICULAR EMPHASIS ON SKIDMORE COLLEGE IN SARATOGA SPRINGS, N.Y. WHICH HAD DECIDED TO MOVE. THE QUESTIONS DISCUSSED CENTER AROUND SUCH TOPICS AS THE REASON FOR MOVING, THE KIND OF NEW SITE, THE KIND OF NEW CAMPUS AND NEW PROGRAM, AND WHAT TO MOVE FIRST. PARTICULAR PROBLEMS STUDIED ARE TRANSPORTATION, DUPLICATION, CONVERSIONS, COSTS, INTERNAL ADJUSTMENTS AND EFFECT ON COMMUNITY. THE REPORT ADVISES THAT THE MASTER PLAN NEEDED FOR SUCH AN UNDERTAKING BE DEVELOPED BY AN OUTSIDE PLANNING AGENCY. THIS REPORT MAY BE OBTAINED FROM EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK, NEW YORK, 10022. (HH)

ERIC/CEF DOCUMENT NO. EF000922 DISPOSITION-CERS 1

SCHOOL SITE SELECTION-A GUIDE

BY- SCHNEIDER, RAYMOND C. AND WILSEY, CARL E.
EDUCATIONAL FACILITIES LABORATORIES, INC., STANFORD, CALIFORNIA, WESTERN REGIONAL CENTER

PUBLISHED-SEP61
IN- REPORT NUMBER 5

48 PAGES

DESCRIPTORS- *SCHOOL PLANNING, *SCHOOL SITE , *SITE SELECTION, SCHOOL CONSTRUCTION, SCHOOL ENVIRONMENT, SCHOOL EXPANSION, SCHOOL LOCATION, SITE DEVELOPMENT

A STUDY WAS INITIATED TO ORIENT SCHOOL PLANNERS TO A SYSTEMATIC METHOD OF IDENTIFYING AND ANALYZING FACTORS PERTINENT TO SITE SELECTION. THE REVIEW OF LITERATURE REVEALED THAT LITTLE WAS WRITTEN ON THE SUBJECT. A SURVEY OF STATE DEPARTMENTS OF EDUCATION REVEALED THAT TWO STATES HAD PUBLISHED MATERIALS ON SITE SELECTION. HOWEVER, THESE WERE SPECIFIC CASES WHERE CAREFUL STUDIES OF FACTORS IN SITE SELECTION HAD BEEN MADE. OVERALL, TWENTY-FIVE MAJOR FACTORS AND MANY ADDITIONAL FACTORS WERE IDENTIFIED AS AFFECTING SCHOOL SITES. ANOTHER STUDY WAS CONDUCTED FROM 1949 TO 1959 IN SAN MATEO COUNTY, CALIFORNIA. IT WAS CONCLUDED THAT NET SAVINGS RESULTED FROM SITE PURCHASES MADE AT LEAST TWO YEARS IN ADVANCE OF NEED. MAXIMUM SAVINGS WOULD HAVE RESULTED IF PURCHASES HAD BEEN MADE THREE YEARS IN ADVANCE. TEAM APPROACHES INVOLVING EDUCATIONAL AND TECHNICAL EXPERTS ARE RECOMMENDED. PROPER TIMING AND ENVIRONMENTAL FACTORS ARE IMPORTANT CONSIDERATIONS. RATING SHEETS, AERIAL PHOTOGRAPHS, GEOLOGIC AND TOPOGRAPHIC MAPS, TEST BORINGS, AND MODELS CAN PROVIDE INFORMATION TO PLANNERS. A BIBLIOGRAPHY IN INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE WESTERN REGIONAL CENTER, EDUCATIONAL FACILITIES LABORATORIES, INC., SCHOOL PLANNING LABORATORY, SCHOOL OF EDUCATION, STANFORD UNIVERSITY, STANFORD, CALIFORNIA. (RH)

ERIC/CEF DOCUMENT NO. EF000964 DISPOSITION-CERS 2

GUIDE SPECIFICATIONS FOR PROPERTY, TOPOGRAPHIC AND UTILITIES SURVEY

PENNSYLVANIA STATE DEPARTMENT OF PUBLIC INSTRUCTION, HARRISBURG

PUBLISHED-FEB66

CC7 PAGES

DESCRIPTORS- *SCHOOL LOCATION, *SCHOOL SITES, *SCHOOL SURVEYS, *SITE DEVELOPMENT, *SURVEYS, PHYSICAL ENVIRONMENT, SCHOOL PLANNING, SITE SELECTION

THIS FORM WAS PUBLISHED BY THE PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION TO ASSIST ARCHITECTS WITH VARIOUS SURVEYS. GENERAL SPECIFICATIONS INCLUDE PERSONNEL INVOLVED, WORK REQUIRED, AND FORMAT OF REPORT. A LIST OF INFORMATION REQUIRED IS INCLUDED. SPECIFICATIONS FOR BORING PROCEDURES INCLUDE EQUIPMENT NEEDS, EMERGENCY PROCEDURES, AND GENERAL METHODS OF OPERATION.

ERIC/CEF DOCUMENT NO. EF000984 DISPOSITION-EDC- 1

THE PLANNING AND CONSTRUCTION OF LOUISIANA SCHOOL BUILDINGS

BY- HOLLY, C. E. AND DODD, WILLIAM J.
LOUISIANA STATE DEPARTMENT OF PUBLIC EDUCATION, BATON ROUGE

PUBLISHED- 64
IN- BULLETIN NO. 711, REVISED 1964

160 PAGES

DESCRIPTORS- *FACILITY GUIDELINES, *PHYSICAL DESIGN NEEDS, *SCHOOL BUILDINGS, *SCHOOL CONSTRUCTION, *SCHOOL PLANNING, EDUCATIONAL EQUIPMENT, FALLOUT SHELTERS, FINANCIAL SUPPORT, FIRE PROTECTION, SCHOOL LOCATION, SCHOOL SAFETY, SCHOOL SPACE, SITE DEVELOPMENT

THIS REPORT REPRESENTS A GENERALIZED ANALYSIS OF FACTORS RELATED TO PLANNING AND BUILDING STATE SCHOOLS. THE FIRST SURVEY PHASE IS USED FOR DETERMINATION OF EDUCATIONAL NEEDS AND PROGRAMS. THE RELATIONSHIPS OF THE SCHOOL BOARD TO THE ARCHITECT AS WELL AS PUBLIC SUPPORT AND FINANCE CRITERIA ARE EXPLAINED IN THIS CHAPTER. SITE SELECTION AND DEVELOPMENT ARE ANALYZED IN TERMS OF PHYSICAL FACTORS AND GENERAL PRINCIPLES. WHILE BUILDINGS ARE STUDIED ACCORDING TO--(1) ARCHITECTURAL FACTORS, (2) CONSTRUCTION DETAILS, AND (3) INSURANCE RATING. SCHOOL ROOM ANALYSIS RELATES TO--(1) CLASSROOMS, (2) SPECIALIZED AREAS, AND (3) AREAS OF COMMON USAGE. IMPLEMENTATION OF SERVICE SYSTEMS AND SAFETY PRECAUTIONS, AS WELL AS RECOMMENDATIONS FOR DUAL USE FALLOUT SHELTERS, ARE DISCUSSED IN SEPARATE CHAPTERS. SPECIALIZED EQUIPMENT FOR VARIOUS EDUCATIONAL FUNCTIONS IS ALSO ANALYZED IN TERMS OF ELEMENTARY AND SECONDARY SCHOOLS. (MH)

ERIC/CEF DOCUMENT NO. EF001010 DISPOSITION-CERS 2

DECENTRALIZED SCHOOL VS. CENTRALIZED SCHOOL, INVESTIGATION, NO. 3

BY- PASEUR, C. HERBERT
CAUDILL, ROWLETT AND SCOTT, HOUSTON, TEXAS

PUBLISHED-JUL60

013 PAGES

DESCRIPTORS- *, BUILDING DESIGN, CONSTRUCTION COSTS, DECENTRALIZED SCHOOL DESIGN, INTERMEDIATE GRADES

A BASIC COMPARISON WAS MADE BETWEEN TWO INTERMEDIATE SCHOOLS HOUSING GRADES 5 THROUGH 8 IN SAGINAW, MICHIGAN. BOTH SCHOOLS WERE LET TO THE SAME CONTRACTOR ON MARCH 15, 1960, USED THE SAME TYPES OF STRUCTURAL, MECHANICAL, AND ELECTRICAL SYSTEMS, MATERIALS, AND CONSTRUCTION DETAILS BUT WERE DIFFERENT IN GEOMETRIC LAYOUT, WERE LOCATED ON LEVEL SITES WITH APPROXIMATELY THE SAME SOIL CONDITION, HAD EXACTLY THE SAME EDUCATIONAL PROGRAM AND SPACE REQUIREMENTS FOR 650 PUPILS. THE DIFFERENCE, WHICH PROMPTED THE EXPERIMENT, WAS THE SITE SIZE. THE CENTRALIZED SCHOOL SITE CONSISTED OF 17.5 ACRES, THE DECENTRALIZED SCHOOL SITE, 32.1 ACRES. A CHART OF THE BREAKDOWN OF COST BETWEEN THE TWO SCHOOLS IS DIVIDED INTO THREE AREAS AND 18 ITEMS--(1) COST DATA, (2) EDUCATION DATA, AND (3) GEOMETRY DATA. A SITE LAYOUT DRAWING IS INCLUDED ALSO. THE DECENTRALIZED SCHOOL COST 3.8 PERCENT MORE--BUT THE STUDY GROUP WISHED TO WAIT A YEAR OR TWO FOR A EVALUATION BY THE SUPERINTENDENT AND FACULTY OF THE EDUCATIONAL PERFORMANCE. THERE IS NOT CONCLUSIVE EVIDENCE AT THIS TIME THAT FIRST COST SAVINGS SHOULD BE THE DETERMINING FACTOR FOR PLANNING FUTURE SCHOOLS. FURTHER EVALUATION MAY SHOW THAT THE SMALL ADDITIONAL COST MAY BUY A BARGAIN IN INCREASED EDUCATIONAL PERFORMANCE.

ERIC/CEF DOCUMENT NO. EF001129 ED 018 945 DISPOSITION-EDC- 1

GUIDE FOR EDUCATIONAL PLANNING OF PUBLIC SCHOOL BUILDINGS AND SITES IN MINNESOTA (1966 EDITION)

BY- TOLLERUD, GUY O.
MINNESOTA STATE DEPARTMENT OF EDUCATION, ST. PAUL

PUBLISHED- 66

REPORT/SERIES NO.- CODE V-A-2 (REV. 66)

195 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *FACILITY GUIDELINES, *PUBLIC SCHOOLS , *SCHOOL BUILDINGS, *SCHOOL LOCATION, ELEMENTARY SCHOOLS, HEALTH, HEATING, LIGHTING, SCHOOL SAFETY, STRUCTURAL BUILDING SYSTEMS, VENTILATION

A DETAILED GUIDE FOR PLANNING SCHOOL BUILDINGS AND SITES IN MINNESOTA. PART ONE DEALS WITH PROCEDURES IN SCHOOL PLANT PLANNING IN TERMS OF STATE AND LOCAL RESPONSIBILITIES. PART TWO DISCUSSES PLANNING AND DEVELOPING OF SCHOOL PLANT FACILITIES IN TERMS OF SCHOOL SITE, ELEMENTARY SCHOOL INSTRUCTIONAL FACILITIES, SECONDARY SCHOOL INSTRUCTIONAL FACILTIES, CENTRAL AND AUXILLIARY FACILITIES AND SERVICE FACILITIES. PART THREE EXAMINES SAFETY, HEALTH AND ENGINEERING IN CONSTRUCTING SCHOOL BUILDINGS IN TERMS OF FIRE AND LIFE SAFETY, STRUCTURAL DESIGN, SOUND CONTROL, LIGHTING AND FENESTRATION, PLUMBING DESIGN, SANITARY FIXTURES AND TRIM, HEATING AND VENTILATION, ELECTRICAL DESIGN, AND PREPARATION OF PLANS AND SPECIFICATIONS. INCLUDED ARE SEVERAL TABLES, FORMULAS, AND STANDARDS. THIS DOCUMENT MAY BE PURCHASED FROM THE DOCUMENTS SECTION, ROOM 140 CENTENNIAL BUILDING, ST. PAUL 1, MINNESOTA. PRICE IS $9.50. (RK)

ERIC/CEF DOCUMENT NO. EF001133 DISPOSITION-EDC- 2

PLAYGROUND FACILITIES FOR RURAL AND SMALL ELEMENTARY SCHOOLS

BY- CORNACCHIA, HAROLD J. AND NIXON, JOHN E.
STANFORD UNIVERSITY, CALIFORNIA, SCHOOL OF EDUCATION

PUBLISHED- 55
IN- EDUCATIONAL ADMINISTRATION, MONOGRAPH, NO. 4

50 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *PHYSICAL EDUCATION, *PLAYGROUNDS, *RURAL SCHOOLS, *SCHOOL DESIGN, ATHLETIC ACTIVITIES, EQUIPMENT, SCHOOL LOCATION, SCHOOL PLANNING

THIS MONOGRAPH WAS WRITTEN TO DEAL WITH THE OBJECTIVES, ORGANIZATION, AND INSTRUCTIONAL REQUIREMENTS FOR PLAYGROUND EQUIPMENT AND ITS ARRANGEMENT IN THE EDUCATIONAL PROGRAM OF RURAL AND SMALLER ELEMENTARY SCHOOLS, WITH THE TRANSLATION INTO ACTUAL CONSTRUCTION AND OPERATIONAL TERMS FOR ARCHITECTS, SCHOOL PLANNERS, AND BUILDERS. ONE OF THE MAJOR CONCERNS IS THE DEMONSTRATION OF THE NEED FOR LARGER ELEMENTARY SCHOOL SITES IN SPECIFIC TERMS THROUGH THE PRESENTATION OF ACTUAL SPACE REQUIREMENTS OF VARIOUS PLAY AREAS NEEDED IN AN ADEQUATE PHYSICAL EDUCATION AND RECREATION PROGRAM FOR DIFFERENT SIZED SCHOOLS. SUBJECT HEADINGS INCLUDE--(1) THE IMPORTANCE OF ADEQUATE PLAYGROUNDS IN SMALL ELEMENTARY SCHOOLS, (2) CHARACTERISTICS OF AN ADEQUATE SCHOOL PLAYGROUND, (3) A DESIRABLE EDUCATION PROGRAM FOR ELEMENTARY SCHOOLS, (4) PLAYGROUND REQUIREMENTS FOR ONE AND TWO TEACHER ELEMENTARY SCHOOLS, (5) THREE AND FOUR TEACHER, (6) FIVE TO EIGHT TEACHER, AND (7) OTHER GENERAL CONSIDERATIONS. (MM)

ERIC/CEF DOCUMENT NO. EF001236 DISPOSITION-EDC- 1

AMERICAN STANDARD SPECIFICATIONS FOR MAKING BUILDINGS AND FACILITIES ACCESSIBLE TO, AND USABLE BY, THE PHYSICALLY HANDICAPPED

AMERICAN STANDARDS ASSOCIATION, INCORPORATED, NEW YORK, N. Y.

PUBLISHED-OCT61

13 PAGES

DESCRIPTORS- *BUILDING DESIGN, *PHYSICAL DESIGN NEEDS, *PHYSICALLY HANDICAPPED, *SAFETY, *STATE STANDARDS, CORRIDORS, EQUIPMENT, PERCEPTUALLY HANDICAPPED, SCHOOL LOCATION

THIS STANDARD IS INTENDED TO PROVIDE MINIMUM REQUIREMENTS TO BE USED IN THE CONSTRUCTION OF ALL BUILDINGS AND FACILITIES AND FOR ADOPTION AND ENFORCEMENT BY ADMINISTRATIVE AUTHORITIES IN ORDER TO ALLOW INDIVIDUALS WITH PERMANENT PHYSICAL DISABILITIES TO PURSUE THEIR INTERESTS AND ASPIRATIONS, DEVELOP THEIR TALENTS, AND EXERCISE THEIR SKILLS. SPECIFIC AREAS MENTIONED INCLUDE--(1) DEFINITIONS OF DISABILITIES AND TECHNICAL TERMS, (2) GENERAL PRINCIPLES AND CONSIDERATIONS OF INDIVIDUALS FUNCTIONING BY WHEELCHAIR OR CRUTCHES, (3) SITE DEVELOPMENT, GRADING, WALKS, PARKING LOTS, (4) BUILDINGS, RAMPS, ENTRANCES, DOORS, STAIRS, FLOORS, (5) EQUIPMENT, TOILETS, WATER FOUNTAINS, TELEPHONES, ELEVATORS, CONTROLS, (6) COMMUNICATION, IDENTIFICATION, WARNING SIGNALS, AND(7) HAZARDS. ILLUSTRATIONS SHOW KNURLED DOOR HANDLES AND KNOBS. A FREE LIST OF AMERICAN STANDARDS MAY BE OBTAINED FROM AMERICAN STANDARDS ASSOCIATION, INC., 10 EAST 40TH STREET, NEW YORK 16, N.Y. (MM)

ERIC/CEF DOCUMENT NO. EF001296 DISPOSITION-CERS 2

STANDARDS FOR ACCREDITED ELEMENTARY SCHOOLS OF SOUTH CAROLINA

BY- CROWLEY, W. B.
SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION, COLUMBIA.
ELEMENTARY STANDARDS ADVISORY COMMITTEE

PUBLISHED- 67

052 PAGES

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EDUCATIONAL ADMINISTRATION, *PERSONNEL, *SCHOOL LOCATION, *SCHOOLS, ELEMENTARY SCHOOLS, SCHOOL PERSONNEL, SOUTHERN SCHOOLS

THIS DOCUMENT IS A STATEMENT OF EDUCATIONAL STANDARDS FOR THE STATE OF SOUTH CAROLINA. THE DOCUMENT OUTLINES SPECIFICATIONS FOR ELEMENTARY SCHOOL ORGANIZATION AND ADMINISTRATION, PERSONNEL, CURRICULAR AND BUILDINGS AND GROUNDS. ORGANIZATION AND ADMINISTRATION REQUIREMENTS ARE ESTABLISHED IN TERMS OF ADMINISTRATION ASSIGNMENTS, SECRETARIAL SERVICES, LIBRARY SERVICES, SPECIAL EDUCATION AIDE, CUSTODIAL SERVICES, LENGTH OF SCHOOL TERMS, PUPIL ACCOUNTING, FINANCING AND BUDGETING, INSTRUCTIONAL MATERIALS AND INSERVICE EDUCATION. PERSONNEL SPECIFICATIONS ARE ESTABLISHED FOR PRINCIPALS, TEACHERS, SUPERVISORS, GUIDANCE COUNSELORS, LIBRARIANS AND NON-INSTRUCTIONAL POSITIONS. ACCORDING TO THE DOCUMENT, CURRICULAR SPECIFICATIONS ARE ESTABLISHED TO MEET THE NEEDS OF ALL CHILDREN. BUILDINGS AND GROUNDS REQUIREMENTS ARE PRESENTED FOR SCHOOL SITES, BUILDINGS, CLASSROOMS, LIBRARIES, MULTIPURPOSE ROOMS, SCHOOL LUNCH FACILITIES, ADMINISTRATIVE OFFICE SPACE AND MAINTENANCE. (GM)

ERIC/CEF DOCUMENT NO. EF001305 DISPOSITION-CERS 1

HOW 1967 AWARD WINNING SCHOOLS COMPARE

PUBLISHED-JAN68
IN- NATIONS SCHOOLS, VOL. 81, NO. 1 JANUARY 1968

30 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOL, *JUNIOR HIGH SCHOOLS, *SCHOOL DESIGN, *SCHOOL PLANNING, *SENIOR HIGH SCHOOLS, CAMPUSES, CLOSED CIRCUIT TELEVISION, CLUSTER GROUPING, COMPONENT SYSTEM, DECENTRALIZED SCHOOL DESIGN, HIGH SCHOOL DESIGN, HIGH SCHOOLS, LIBRARIES, MIDDLE SCHOOLS, OUTDOOR EDUCATION, SCHOOL CONSTRUCTION, SECONDARY SCHOOLS, TEAM TEACHING

THIS IS A 30 PAGE PORTFOLIO OF PHOTOS, FLOOR PLANS, AND COMPARATIVE STATISTICS ON 24 TREND-SETTING SCHOOLS. SCHOOLS INCLUDED WERE GIVEN DISTINGUISHED DESIGN AWARDS BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND STATE CHAPTERS OF THE AMERICAN INSTITUTE OF ARCHITECTS. TWELVE JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED HAVE SUCH FEATURES AS THE CAMPUS PLAN, SYSTEM COMPONENTS, CLOSED CIRCUIT TV, SCHOOL-WITHIN-SCHOOL, AND CLUSTERS. ADDITIONAL FEATURES ARE FLEXIBLE PROGRAM SPACES, PATIOS, ROUND SCHOOLS, AND LUNCH FACILITIES. FEATURES PRESENTED ABOUT ELEMENTARY SCHOOLS INCLUDE A DOME STRUCTURE FREE OF INTERIOR WALLS, A CLUMPED PLAN, HEXAGONAL SHAPES, POLYGONAL CLUSTERS, COMPONENT CONSTRUCTION, AND LIBRARY CENTRUM. OTHER FEATURES ARE SPECIALLY ADAPTED CONSTRUCTION FOR UNUSUAL SITES, OUTDOOR LABORATORY SPACES, ACCORDIAN CONCEPT, AND OCTAGONAL HOUSE PLAN. THIS ARTICLE APPEARED IN 'NATION'S SCHOOLS,' VOL. 81, NO. 1, JANUARY, 1968. COPIES MAY BE OBTAINED BY WRITING TO AARON COHODES, EDITOR, MCGRAW-HILL PUBLICATIONS, CIRCULATION DEPARTMENT, 1050 MERCHANDISE MART, CHICAGO, ILLINOIS, 60654. (RH)

ERIC/CEF DOCUMENT NO. EF001306 DISPOSITION-CERS 2

THE SCHOOL SITE, ASPHALT JUNGLE OR OPEN SPACE

BY- PHILIPSON, R. L.

PUBLISHED-JAN68
IN- MICHIGAN SCHOOL BOARD JOURNAL, VOL. 14, NO. 2, JANUARY 1968

C07 PAGES

DESCRIPTORS- *SCHOOL ENVIRONMENT, *SCHOOL LOCATION, *SCHOOL PLANNING, *SITE DEVELOPMENT, *SITE SELECTION, SCHOOL CONDITIONS, SCHOOL ZONING

THIS ARTICLE IS CONCERNED WITH THE LONG-RANGE IMPACT OF DECISIONS ABOUT SCHOOL SITES. THE NATIONAL TREND TOWARD APPRECIATION OF THE AESTHETICS AND ECONOMIC VALUE OF 'OPEN SPACE' PLANNING IN BOTH PUBLIC AND PRIVATE SECTOR MAKE 'OPEN SPACED' SCHOOL SITES A NECESSITY TO BE CONSISTENT. ACQUIRING SUFFICIENT SPACE FOR NEWLY PLANNED BUILDINGS OR IN COMPLETELY BUILT-UP AREAS RESULT IN ECONOMIES FOR THE SCHOOL DISTRICT IN EITHER IMPROVED LAND VALUES OR IN DECREASED DENSITY OF POPULATION. FEDERAL ASSISTANCE FUNDS ARE AVAILABLE FOR SUCH PROJECTS. SINCE 'OPEN SPACES' ARE MADE FEASIBLE BY SUPPORT OF PRIVATE DEVELOPERS, URBAN RENEWAL PROGRAMS, ECONOMIC FEASIBILITY, THERE IS AMPLE REASON TO EXTEND THEM. (BD)

ERIC/CEF DOCUMENT NO. EF001332 ED 017 152 DISPOSITION-UFRC 1

WHY A MASTER PLAN (THE AREA COMMUNITY COLLEGE)

PERKINS AND WILL PARTNERSHIP, ARCHITECTS, WASHINGTON, D. C.

C66 PAGES

DESCRIPTORS- *CAMPUS PLANNING, *COMMUNITY COLLEGES, *GEOGRAPHIC LOCATION, *MASTER PLANS, COLLEGE BUILDINGS, CONSTRUCTION COSTS, EDUCATIONAL PROGRAMS, SITE ANALYSIS,

THIS OVERVIEW OF THE REASONS FOR THE MASTER PLANNING OF COMMUNITY COLLEGES IF ACCOMPANIED BY MANY CHARTS, SKETCHES AND PHOTOGRAPHS. DIFFERING TYPES OF BUILDINGS, SITES, AND PROGRAMS, AND THE ENSUING COSTS ARE REVIEWED. A TYPICAL SCHEDULE SHOWING FACILITY DEVELOPMENT AND FINANCING ON A NEW CAMPUS IS INCLUDED. FIVE CASE STUDIES AND TWO PROJECTED PLANS ARE OFFERED TO SHOW VARIANCE OF PROGRAM, SITE AND DESIGN SOLUTIONS IN RURAL, SEMI-RURAL, SUBURBAN, URBAN-MIDDLE CLASS AND CITY LOCATIONS. A PROCEDURE FOR MASTER PLANNING IS OUTLINED. (JP)

ERIC/CEF DOCUMENT NO. EF001371 DISPOSITION-UFRC 1

CONTRASTING CONCEPTS IN CAMPUS PLANNING

MAYER, FREDERICK W.

PUBLISHED-AUG66
IN- SELECTED PAPERS FROM THE FIRST ANNUAL CONFERENCE SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING PORTLAND STATE COLLEGE, PORTLAND, OREGON AUGUST 13-14, 1966

80 PAGES

DESCRIPTORS- *CAMPUS PLANNING, *GEOGRAPHIC LOCATION, *MASTER PLANS, *SITE DEVELOPMENT, *URBAN UNIVERSITIES, EDUCATIONAL PLANNING, HIGHER EDUCATION

THE PAPERS SUMMARIZED IN THIS DOCUMENT WERE GIVEN AT A S.C.U.P. CONFERENCE AND WERE BASED UPON EXPERIENCES AT COLLEGES IN SANTA CRUZ, CALIFORNIA, CHICAGO, ILLINOIS, AND PORTLAND, OREGON. CENTRAL TO ALL THE CONCEPTS OF PLANNING WAS THE LOCATION OF THE INSTITUTION, WITH THE ENSUING GEOPOLITICAL RESTRICTIONS. OTHER PLANNING CONSIDERATIONS VARIED IN EACH PAPER, AND INCLUDE THE EDUCATIONAL PROGRAM, POLITICAL CONSIDERATIONS, LEGAL RESTRICTIONS AND URBAN DEMANDS. THE MERITS OF A STATIC EDUCATIONAL PROGRAM AS OPPOSED TO A HIERARCHICAL ALLOCATION OF ACTIVITIES AND SUITABILITY, AND AS OPPOSED TO FLEXIBILITY, WERE ARGUED. THE DESIRABILITY OF LOCATING CAMPUSES IN URBAN AREAS WAS ALSO DISCUSSED. REPRESENTATIVE SITE PLANS WERE INCLUDED IN THE TEXT. COPIES ARE AVAILABLE AT A PRICE OF $2.00 EACH POSTPAID, FROM JOHN D. TELFER, EXECUTIVE DIRECTOR, SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING, 326 E. HOOVER STREET, ANN ARBOR, MICHIGAN, 48104. (JP)

ERIC/CEF DOCUMENT NO. EF001437 DISPOSITION-EDC- 1

MAJOR CONSIDERATIONS IN SCHOOL MODERNIZATION - AGE, LOCATION, EDUCATIONAL ADEQUACY

BY- LHOTE, JOHN D.
RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, CHICAGO, ILLINOIS

PUBLISHED-OCT67
IN- NEW LIFE FOR OLD SCHOOLS NEWSLETTER, NO. 22

004 PAGES

DESCRIPTORS- *BUILDING IMPROVEMENT, *CONSTRUCTION COSTS, *EDUCATIONAL NEEDS, *PHYSICAL DESIGN NEEDS, *SCHOOL CONSTRUCTION, AGE, BUILDING OBSOLESCENCE, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, FLEXIBLE FACILITIES, SCHOOL LOCATION

A DESCRIPTION OF THE RELATIONSHIP BETWEEN SCHOOL MODERNIZATION AND BUILDING AGE, WITH PARTICULAR ATTENTION TO RENOVATION RATHER THAN NEW CONSTRUCTION TO MEET CHANGING EDUCATIONAL NEEDS, IS GIVEN. THE NEWSLETTER EMPHASIZES EDUCATIONAL ADEQUACY AS BEING MORE IMPORTANT THAN BUILDING AGE, AND DESCRIBES RENOVATION TECHNIQUES WHICH WILL FACILITATE THIS APPROACH. A MAJOR CONSIDERATION IS IN TEACHING NEEDS AND EDUCATIONAL METHODS AS CRITERIA IN ADDITION TO LIGHTING AND CLIMATE CONTROL WHICH SERVE PHYSIOLOGOCAL NEEDS. OTHER ITEMS INCLUDE DECISION MAKING PROCESSES, COSTS, FLEXIBILITY, AND TEACHER EDUCATION. CLARIFICATION OF THE TERM SCHOOL MODERNIZATION IS ALSO INCLUDED. (MM)

ERIC/CEF DOCUMENT NO. EF001551 ED 018 096 DISPOSITION-UFRC 1

OREGON COMMUNITY COLLEGES, POLICIES AND PROCEDURES GOVERNING STATE ASSISTANCE PROGRAM FOR CONSTRUCTION OF FACILITIES

BY- MINEAR, LEON P.
OREGON STATE DEPARTMENT OF EDUCATION, SALEM

PUBLISHED- 67

041 PAGES

DESCRIPTORS- *ADMINISTRATIVE POLICY, *COMMUNITY COLLEGES, *FINANCIAL POLICY, *MASTER PLANS, *STATE LEGISLATION, BOARD OF EDUCATION POLICY, COLLEGE PLANNING, CONSTRUCTION COSTS, DATA SHEETS, EDUCATIONAL FACILITIES, FACILITY GUIDELINES, FACILITY UTILIZATION RESEARCH, SITE SELECTION, STATE AID

POLICIES, REGULATIONS, PROCEDURES AND CRITERIA ADAPTED FROM THE RULES AND REGULATIONS OF THE OREGON STATE BOARD OF EDUCATION ARE COMPILED IN THIS DOCUMENT TO ASSIST SCHOOL DISTRICTS IN PRODUCING MASTER PLANS FOR INSTITUTIONAL DEVELOPMENT. THESE POLICIES AND PROCEDURES GOVERNING THE STATE ASSISTANCE PROGRAM ARE SPECIFICALLY RELATED TO THE CONSTRUCTION OF FACILITIES FOR OREGON'S COMMUNITY COLLEGES. IT INCLUDES--(1) A POLICY STATEMENT OF THE RESPONSIBILITIES OF THE BOARD OF EDUCATION, (2) THE REGULATIONS FOR FUNDING A COMMUNITY COLLEGE PROJECT, AND (3) THE ADMINISTRATIVE PROCEDURES FOR COMMUNITY COLLEGE CONSTRUCTION. THE SECTIONS ON PROCEDURES CONTAIN AN OUTLINE FOR DEVELOPING UTILIZATION STUDIES AND GUIDELINES FOR SPACE STANDARDS. THE SIX APPENDICES INCLUDE SECTIONS ON APPROVING A PROPOSED SITE, DEVELOPMENT OF A LONG-RANGE MASTER PLAN, THE PREPARATION OF EDUCATIONAL SPECIFICATIONS, THE FORMS REQUIRED FOR STATE ASSISTANCE. (BH)

ERIC/CEF DOCUMENT NO. EF001586 DISPOSITION-CERS 2

OPEN SPACE AND RECREATION PLANNING 45TH ANNUAL SCHOOL ADMINISTRATORS CONFERENCE

BY- WILSON, WAYNE H.
PENNSYLVANIA SCHOOL STUDY COUNCIL, UNIVERSITY PARK

PUBLISHED-DEC67

REPORT/SERIES NO.- BULL.-VOL-1, NO.-4

005 PAGES

DESCRIPTORS- *CONSERVATION EDUCATION, *RECREATION, *RECREATIONAL FACILITIES, *SCHOOL SPACE, COMMUNITY RECREATION LEGISLATION, ENVIRONMENT, ENVIRONMENTAL INFLUENCES, LAND USE, LOCAL RECREATION LEGISLATION, SCHOOL LOCATION

NEW AND INCREASING NUMBERS OF DEMANDS FOR OPEN SPACE AREAS FOR RECREATIONAL PURPOSES ARE BECOMING INCREASINGLY ESSENTIAL FOR OUR HEALTH AND PLEASURE. PRESENTLY THERE IS A SERIOUS NEED FOR A BALANCE BETWEEN PRIVATE RESIDENTIAL DEMANDS AND PUBLIC REQUIREMENTS. SCHOOL ADMINISTRATORS SHOULD EVALUATE PLANTS IN THEIR SCHOOL DISTRICTS TO DETERMINE WHAT CONTRIBUTION THEY CAN MAKE TO THE PRESERVATION AND CREATION OF BEAUTY SPACES. ALSO, PUBLIC EDUCATION MAY BE A MEANS FOR INSTILLINGA KEEN AWARENESS OF PUBLIC RESPONSIBILITY IN THIS MATTER.